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# Catalog / 72-73

Clinton, New York
September, 1972

## A Note on This Catalog

During Kirkland's first three years we published what might be called a rather fancy catalog. It was designed not only to serve a standard informational need, but to present, as well, a visual sense of the campus and its students for admission purposes.

This year we are publishing two catalogs: *Particulars,* designed specifically for the potential student, and this strictly functional document of record. Anyone desiring the admission catalog or further information may write directly to the Admission Office, Kirkland College, Clinton, New York 13323.

HAMILTON COLLEGE
LIBRARY

# Catalog / 72-73

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# introduction

The student interested in enrolling at Kirkland College should bear in mind three things: its educational philosophy, the structure which has emerged as an expression of that philosophy, and the college's brief but important history.

The college seeks and admits academically well-qualified and motivated students. Specifically, this means that we explore admissions credentials for evidence of successful work of good quality and for evidence that the student has the ability and the practice necessary to organize and direct her own studies in and out of the school situation. On the basis of these qualifications, it is the first educational assumption of the college that such students can and should assume a major responsibility for their own education.

We urge students to consider, before coming to college, their reasons for pursuing higher education. Once at Kirkland, we ask, in a number of ways, that students constantly evaluate their chosen course of study, justifying it both to themselves and to the faculty. Means are available (through independent study, student initiated courses, work study and other programs) for students to investigate almost any aspect of knowledge in almost any responsible manner. The extent to which the student may wish to diverge from traditional modes of teaching and learning will depend largely on her ability to use the resources, human and programmatic, available to her at the college.

Kirkland accepts as its goal the development of the highest potential available within its students. We do not believe that

our mission is to produce a particular category of professional types nor is it our mission to produce a particular category of ideal person. We recognize that students come to us as individuals, and we are determined that they be educated as individuals, emerging from the college with that individuality strengthened and intact. We hope to graduate individuals who have achieved both mental and emotional autonomy, the ability to live and work in a changing world and the ability to synthesize the worlds of the heart and of the mind.

We believe in the ideal that an academic community is, at its best, a community of learners, some more experienced than others, who mutually explore subjects of interest to them. This belief affects the way in which we teach and the way in which our program is designed. The faculty sees itself as possessing special competence in a variety of academic disciplines and possessing, as well, the experience of ordering and of learning which, in itself, will form one of the major transmitted elements in the undergraduate educational experience.

In their role as advisors as well as in their role as teachers, the faculty will be involved not only with content but with method, not only with theory but with practice. They will urge the incoming student to exploration and, when interest and timing are right, they will assist her in the design of the more concentrated work of the junior and senior years.

Almost all Kirkland classes are small in the sense of being under twenty. Many are much smaller: some few are considerably larger. But each faculty member understands his or her job extends beyond the classroom to individual conferences which will allow the student to emerge as a specific person with specific interests and abilities. In dividing academic responsibility, it is the faculty who maintain the role which judges the quality of the work which is done. It is the faculty member and the student together, however, who determine the amount, the nature and the duration of such work.

Not only is this sharing undertaken in the development of an individual program. It is also characteristic of the way in which academic decisions are made on behalf of the community. Faculty and students sit in nearly equal numbers on the Kirkland Assembly which has responsibility for academic policy.

Kirkland has tried to minimize the artificial divisions which have been used to organize the wide spectrum of knowledge. So too we have tried to break down the sometimes arbitrary

distinction between the abstract and historical matters which are relegated to the classroom and those same matters as they are manifest in current and concrete form within our daily lives. College students in the United States are frequently coming to grips with vital academic matters at precisely the moment when monumental questions of personal definition must be grappled with. We believe that it is the role of this community to respond to those sorts of realities as well, recognizing the strong relationship between the integration of personality and the ability to use ones full mental as well as emotional capacities.

The way in which Kirkland is organized follows directly from the series of assumptions outlined above.

For example, because of our belief in the reality of knowledge as a broad spectrum, the college has structured its curriculum and the faculty according to major divisions of knowledge and without departments defined by academic discipline. Course offerings are sponsored by the Divisions of Humanities, Social Sciences, Sciences, and Arts.

**A Note to Prospective Students and Their Parents**

The college carries on its official business directly with the student whenever possible. Evaluation reports concerning academic work are sent directly to the student. College bills are addressed directly to the student as an indication of her personal and independent status. Any student accepting admission to the college must realize that she will have the responsibility which such status implies, and the parents of students at Kirkland should be aware that it will be the student's role to keep her parents informed of her personal progress at the college.

In the event of emergency, the college will notify the student's family, and should a student be separated from the college for any reason the college reserves the right to require the student to communicate with her parents or guardian. Routinely, though, and as a matter of course, the student is our first concern and primary point of contact in all matters.

Our commitment to the concept of an academic community led us, early in the life of the college, to the adoption of a form of representative self-government for the resident community of students, faculty and staff. The Board of Trustees continues to exercise its final legal responsibility for the college, but it has invited both students and faculty (as well as parents and Associates) to join its work as voting members of the committees of the Board. On a daily basis, the policies of the college, both academic and non-curricular, are worked out in committees of the student/faculty Assembly and brought before that thirty-three member body for adoption. Election to the Assembly is for a one-year term.

Participation in the governance of the college exacts a high price in terms of time and energy from faculty and students. Yet the existence of this form of involvement is a major factor of the educational experience at Kirkland and provides—outside of academic affairs—the other structure in which the essence of the community is visible.

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Kirkland College opened in September, 1968, as the first new independent women's college to be founded in the East since 1926.

In 1961, Robert W. McEwen, fourteenth president of Hamilton College, initiated a study of ways to expand his college to meet modern educational needs without sacrificing Hamilton's all-important human scale—its moderate size and its favorable student-faculty ratio. With a committee of the Hamilton trustees and faculty, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each clearly attuned to teaching as its primary responsibility.

The idea of the college cluster probably originated with the University of Oxford, but two of the best examples in the United States of this type of academic community—autonomous but related institutions with some facilities in common—are in Claremont and in Santa Cruz, California. At Claremont, a group of five colleges has been added to the founding institution, Pomona College. Santa Cruz is a planned cluster under the state system. In the Clinton grouping, each college would have its own administration, faculty, campus, and board of trustees. Common to all would be business and purchasing offices, build-

ing and grounds maintenance, health services, several special-purpose buildings and the library: books, building and technical services.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr.—later first chairman of Kirkland's Board of Trustees—proposed that the first member college in the cluster be a liberal arts college for women. They envisioned a new institution which would answer as completely as possible the intellectual and personal needs of women in the second half of the twentieth century.

President Emeritus Millicent C. McIntosh of Barnard College accepted the chairmanship of a committee of distinguished educators which next examined the question of how the new college would meet those needs. From the outset, the members of this committee stressed the fact that they should confine their discussions to the needs of academically superior young women who would be the intellectual equals of Hamilton students. In discussing these needs they made the assumption that the post-college life of a woman requires of her greater flexibility in adjusting to changing circumstances than is usually required of a man. The Committee also met with groups of recent alumnae of several colleges and asked what changes they would recommend in the educational systems through which they had passed. Out of the investigations and discussions of the McIntosh Committee came the foundations on which subsequent Kirkland plans have been laid.

The College takes its name from a local township. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who in 1766 came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth, and in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton-Oneida Academy, which in 1812 became Hamilton College.

The accrediting process for Kirkland College will take place in the fall of 1972. At the present writing, the college is a "recognized candidate for accreditation" of the Commission on Institutions of Higher Education in the Middle States Association of Colleges and Secondary Schools. The college was first granted a provisional charter by the Board of Regents of the State University of New York in 1965: in June 1967, the Charter was made absolute. Kirkland graduated its first four-year class May 25th, 1972.

# academic information

## Coordinate Relationship

No college of Kirkland's size could hope to offer the number and variety of courses which ever-splintering formal knowledge now requires. Indeed Kirkland has come into being, in part, as a response to the recognition of this fact by Hamilton College. The curricula of the two colleges are designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner separately. This mutually beneficial relationship is enriched by the fact that each institution has its own distinctive features, orientation and style.

On-going consultation between Kirkland and Hamilton students, faculty, and administrators enables both colleges to derive maximum benefit from this coordinate relationship. In addition, representatives from the faculties of both colleges attend the faculty meetings of the other college as observers, and a variety of joint committees provide opportunities for a more formal discussion of specific matters of common concern.

Students at both Hamilton and Kirkland may register in courses of the other college. Cross-registration is administratively facilitated by the fact that the Registrar is a joint appointment, serving both colleges. In planning their program, students should consult the course listing of both colleges.

## Divisional Structure

The organization of the faculty by broad divisions of knowledge (the Arts, the Humanities, the Sciences, and the Social Sciences) is a direct consequence of Kirkland's interdisciplinary philosophy. The college believes that its curriculum should reflect the continuity and relatedness of knowledge insofar as this is possible in an academic setting. Faculty members are grouped largely by the cognate nature of their respective disciplines so that the Divisional organization serves to unite and integrate, rather than to separate them in their search for a total intellectual experience that is challenging, humane, and responsive to the needs of the students.

Knowledge is not departmentalized but is forever generating adjacent facts and tangential understandings. Students should

be helped to perceive this by the Divisional organization of the faculty which is itself a statement of educational priorities.

## Evaluation

EVALUATION. Instructors are encouraged to give, and students to seek, advice and counsel. In this way each student can be helped to assess her academic progress and to attain her academic goals with maximum directness and satisfaction—and with a minimum of the kind of pressure which often subverts grading systems into self-destructive academic competition. No traditional grading system is used at Kirkland. At the end of each semester instructors make a detailed written evaluation of each student's work. These are given directly to the student, and while copies are not sent to parents by the college, it is expected that students as a matter of course will share these reports with their parents. For purposes of transfer and admission to graduate school, copies of all evaluations are kept in the office of the Registrar.

The following process of evaluation has been adopted by the Faculty:

1. Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his course.

2. It shall be the instructor's responsibility to state clearly the aims of his course in the catalog description, giving specific notice of the ways in which student work shall be judged. He shall be responsible for eliciting evidence of his student's progress and understanding consonant with the college's expressed aim to eliminate the use of the final exam as a convenient, short-cut, evaluative device. Pedagogical techniques will vary from instructor to instructor and from subject to subject, but it is the college's aim to evaluate progress and skill rather than to develop good test-takers.

3. During the course of each term it is the student's responsibility to consult the instructor about the quality of her work. This is partially to insure that no student be surprised by the nature of her final evaluative comments. Further, the Office of the Dean of Students will be notified as soon as it becomes evident that a student is in academic difficulty. The Dean will inform the student's advisor, or in the case of a first-semester freshman, may wish to inform the parents.

4. Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether credit has been earned.
5. The notation "Credit" denotes the successful completion of the aims of the course as determined by the instructor.
6. "Provisional No Credit" may be assigned in cases in which the instructor feels that, although the first term of a year course has not been successful, improvement has been sufficient to suggest that the second term may warrant credit for the entire course.
7. "No Credit" is assigned when, for whatever reason, the instructor feels that the aims of the course have not been met.
8. An "Incomplete" is recorded on a student's transcript only if a student has failed to complete the work for a course because of illness or unusual circumstance. There will be a standard policy under which incomplete work will be due no later than four weeks after the end of the semester. Under extraordinary circumstances, a faculty member and student may agree to enter into a contract under which the work would be completed by a time of their own choosing.

## Academic Standing

At the end of each term the Committee on Academic Standing reviews records of students in academic difficulty and recommends appropriate action. A student who is advised to withdraw from Kirkland may request an additional trial semester, if she wishes.

Students in difficulty are encouraged to consult their instructor or advisor. The Dean of Students and the Assistant Dean of Students are also available for consultation at any time.

## Academic Advising

Every entering student is assigned a faculty advisor with whom she consults on course offerings, choice of field of concentration, change of program, and other curricular matters: i.e.,

summer study, study abroad, Work Study, and Field Work. When a student has decided on her field of concentration she will select a faculty advisor in that field. Students are always at liberty to request a new faculty advisor.

## Special Programs

PROGRAM-IN-ABSENTIA. "Program-in-Absentia" includes all study at other institutions, recognized junior year abroad programs as well as special student study, and off-campus work. The Program-in-Absentia, including the specific courses to be taken, must be approved in advance by the advisor. General regulations for all study-*in-absentia* are:

1. No more than one course per semester may be taken as independent work at Hamilton and Kirkland while the student is not in residence. Students doing Work Study may not engage in any independent study during this time. (See Off Campus Work.)
2. No more than one-half of the courses offered for the concentration may be done *in absentia.*
3. Credit for academic work taken while not in residence will be granted only with the advisor's approval.

INDEPENDENT STUDY. Independent study offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is "qualified" and can profit from an independent study project are academic matters to be determined by the student's advisor and the proposed supervisor of the project in consultation with the student. The guiding principle is that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in the college curriculum. Students are encouraged to discuss the possibilities of independent study with their advisor and faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the senior project. There is a limit to the total number of students who can undertake an independent study project during any one semester because there is a limit to the number of projects a faculty member can supervise at one time.

Although independent study projects may take a variety of forms (e.g., supervised reading, a specialized research project, a small group of students undertaking a cooperative investigation of a common problem), they share a common emphasis: the responsibility of the student for the design and independent execution of the project with advice and counsel of the supervising instructor who, in turn, is responsible for the final evaluation of the work done. The frequency with which a student meets with her supervisor will depend upon circumstances and will vary in individual cases. Independent study is not a tutorial. A student who requires frequent sessions with a faculty member characteristic of tutorials is probably not eligible for independent study. Advisors and other faculty members will consider this factor when discussing independent study with students.

Registration for independent study is handled the same way as registration for a regularly scheduled elective and requires the approval of the advisor and the consent of the faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course in terms of the amount of work required and credit earned.

OFF CAMPUS WORK. An off campus work project can be a valuable addition to a student's academic program and students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, an off campus work project would be closely allied to the field of concentration or a cognate field. It must be approved by the student's major advisor as offering an academically sound supplement to work already done or in progress in a regularly scheduled course at the college. An off campus work project may not be used to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements off campus work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for off campus work and independent study exceed the equivalent of eight courses.

There are two types of off campus work projects possible: (1) *Field Work,* normally undertaken while the student is otherwise on campus. To be eligible, students must have completed the freshman year (eight courses) in a manner judged satisfactory by their advisors. Credit equal to one course at Kirkland may be earned for each field work project. To obtain credit a field work project must be considered meaningful and successful by

an on-the-job supervisor who will provide a written evaluation of the project; the student's advisor and an instructor whose professional interest is in the area of the project chosen must approve both the project and an analytical paper written by the student at the completion of the field work experience. In all cases, arrangements with both the advisor and supervisor must be completed before the commencement of the project. (2) *Work Study,* undertaken while the student is off-campus. To be eligible, students must have junior standing and have completed their previous work in a satisfactory manner. Credit equal to three courses at Kirkland may be earned for each Work Study project. In addition, the student may complete one course at an accredited college in a field other than that of the project during her off-campus semester. She may not, however, engage in independent study during this time. No student may do more than one Work Study project. To obtain credit for Work Study, the student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor; the student, her advisor, and an instructor with professional experience in the field chosen must agree, in advance of the project's commencement, that it offers the most efficient means of realizing, for this student, a clearly formulated educational goal; the student, her advisor, and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus; within four weeks of her return to campus, the student must submit to her advisor and the instructor a detailed analysis of her activities and her own evaluation of the extent to which the educational goal originally set has been realized; the final report must be approved by the advisor and the instructor.

SENIOR STUDY-IN-ABSENTIA. This may be done in unusual cases when a student's academic, familial, or financial situation makes residence detrimental. The Senior Study-in-Absentia must be approved by the student's advisor and the supervisor of the Senior Project. Periodic visits with the supervisor are necessary, unless absolutely impossible.

JUNIOR YEAR. One of the aspects of flexibility built into the Kirkland curriculum is the opportunity for a student to spend as many as two out of her four undergraduate years in study away from the home campus. The Office of the Dean of Students provides a list of available foreign study programs for students who are interested in using some of their time away

in a substantially different context. Reputable foreign-study programs from major universities and colleges are open to students in Europe, Asia, and Africa, as well as in areas of the United States which are "foreign" to the student's socio-economic background.

Programs vary in structure: some, like the Hamilton program in France, are university-oriented; others are geared toward community service as well as education. An example of the latter is the program offered by the Union of Experimenting Colleges and Universities which includes field-study centers in Appalachia, and Pueblo Indian reservations.

CRITICAL LANGUAGES PROGRAM. In connection with other colleges in the state, Kirkland offers a special independent study program in the following languages: Chinese, Greek (modern), Hebrew, Hindi, Indonesian, Japanese, Turkish, and Welsh.

The program consists of three main elements:

1. Independent study with textbooks and tapes. Students are supplied with a recorder and materials and are expected to work 7–10 hours per week.
2. Students meet with a native speaker 1–2 hours per week to practice what they have learned.
3. A specialist from a university where the particular language is part of the normal curriculum comes at the end of the semester to examine and evaluate the students.

Regular practice is all important in self-study language courses, and students should be highly motivated.

WASHINGTON SEMESTER. Students interested in public affairs may wish to apply for admission to the Hamilton Washington Semester, a program designed to give properly qualified juniors and seniors an opportunity to work in a government office during the fall semester. The Washington Semester is directed by a resident member of the Government Department. It consists of internships in federal, legislative, and executive offices, as well as a regular seminar program which requires independent research and writing. Admission to the program is competitive. Students must have had Hamilton Government 28 (or its equivalent) before their junior year. Students are responsible for their own living arrangements. Further information may be obtained from the Dean of the Faculty or the Chairman of the Hamilton Government Department.

## Degree Requirements

CREDITS. Every candidate for the B.A. degree is required to complete successfully 32 full semester courses or their equivalent prior to graduation.

TERM OF STUDY. The normal period of residence is four years: students who wish to accelerate, or those who require more than four years, should make appropriate arrangements with their advisor and the Dean of Students. All students, including transfer students, must be in residence at least two years to qualify for the degree. Students not in residence must be taking a Leave of Absence or a Program-in-Absentia. The personal Leave of Absence is granted by the Dean of Students.

COURSE LOAD. The normal course load for students in residence is four per semester.

WINTER STUDY. The Winter Study program at Kirkland is designed to encourage the student to take increasing responsibility for the structure of her own education within a framework which sanctions a wide variety of subject matters and types of learning experience. The Winter Study is an integral, although specialized, part of the college curriculum; its purpose is to help women develop the capacity for continued independent and disciplined work. By action of the Assembly, each student is required to complete three Winter Study projects. The range of projects possible during Winter Study is wide to allow maximum flexibility. The following is suggestive of the types of projects which might be found within the Winter Study program:

1. Student designed and operated courses which may or may not utilize specialists located on or off campus.
2. Total saturation projects to develop linguistic, musical, artistic, literary or methodological skills, e.g., Mandarin Chinese, Electron microscopy techniques, the Keyboard Music of Couperin.
3. Independent studies.
4. Research apprenticeships or field work on or off campus, e.g., employment in a research institute or employment in the area of an intended career, work on a faculty research project.

5. Outside speakers on topics of general interest related to current Winter Study Projects; possible guest group project leaders.
6. Courses or independent work that requires the use of off-campus facilities, e.g., special library facilities located off-campus, studies of the performance of contemporary dance.
7. Courses at other institutions, though not on a regular exchange basis.
8. Courses at Hamilton College—available to Kirkland students with faculty permission.

FIELD OF CONCENTRATION. Before preregistration in the spring semester each sophomore must develop in consultation with her advisor and other faculty of her own choosing a written proposal for her concentration. This proposal should contain an explicit definition of the substantive nature of the proposed concentration, its rationale, and a tentative list of courses and other studies germane to the program. It is up to the student and her advisor to determine the specific manner in which the requirements of a concentration will be met, within the context of the type of concentration desired by the student.

There are three types of concentrations open to all students: (1) The self-designed concentration that may cut across traditional academic areas within or between divisions; and which is intellectually coherent and responsive to the student's educational goals. (2) The Divisionally-sponsored concentration in any of the traditional disciplines or in an interdisciplinary program defined by a Divisional faculty. Specific requirements for such concentrations are given in the course listings for each division. (3) A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements; the concentrations in American Studies and Education fall within this category.

In all concentrations, it is the responsibility of the student and her advisor to consult as widely as necessary in relation to goals and areas of concern.

SENIOR PROJECT. The Senior Project (normally one semester in the final year) serves as the culmination of the student's academic program. Therefore, it should emphasize indepen-

dent work, competence in one or more disciplines, correlation of knowledge, and clarity of communication. The student and her advisor should plan the project to reflect her major interests, objectives, and area of concentration as independently as possible in a form which provides the best evidence of the student's ability.

## General Academic Information

CLASS ATTENDANCE. It is an assumption of the college that regular attendance at class and the consequent formal contact with faculty members is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all of what the college can offer her and will seriously impair her ability to learn those things the course is designed to teach.

Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of available academic programs, full responsibility for class attendance rests with the student.

RESPONSIBILITY FOR INFORMATION. In the residence halls and other buildings, the college maintains bulletin boards on which official notices are posted. It is the responsibility of the student to keep herself informed and the college will assume that such posting constitutes sufficient notice of changes or initiation of policy or information.

SUMMER SCHOOL TRANSFER CREDITS. Credit for work done in summer school will be granted by Kirkland if the summer school grade is C or better.

LANGUAGE REQUIREMENTS AND TESTS. Language requirements are set by each of the four Divisions and may vary from one to the other. See specific statements under Humanities, Social Sciences, Arts, and Sciences. Proficiency examinations, one means of satisfying Divisional language requirements, are offered periodically by members of the Kirkland Humanities Division. Students wishing to take work in foreign languages at Hamilton (French, Spanish, Russian, and German) are advised to take Hamilton Language Placement Exams offered in the fall of every academic year.

# courses of study

Kirkland courses are described below, organized by Division. Odd-number courses are offered in the first semester; even-number, in the second. Exceptions to this rule are noted in the course listings. Single-number courses are for one semester. Most double number courses—those separated by a hyphen (e.g. 191-192)—are for two successive semesters with the first semester a prerequisite for the second; some—those separated by a comma (e.g. 191, 192)—allow either semester to be elected independently of the other.

Freshmen are required to file their preferences for courses with the Dean of Students during the summer. However, final registration does not occur until the first week of the fall semester when administrative officers and members of the faculty are available for consultation and specialized advice.

In the 1971-1972 academic year the Kirkland Assembly adopted a policy limiting enrollment in most Kirkland classes to 20. This limit was established to preserve the close faculty-student relationship which is central to Kirkland's educational philosophy; exceptions to this rule are permitted when justified on pedagogical grounds. The specific application of this principle is stated in the course descriptions. In no cases will it be allowed to bar students from courses required for their concentration.

Cross-registration is encouraged and students should consult the course offerings of both colleges before completing their plans for registration. As a general rule all courses offered by one college are open to students of the other college; exceptions to this rule will be stated in the course description. The Hamilton course descriptions, reprinted from the 1972–73 Hamilton catalog, follow on pages 85–131.

## Cross-Divisional Concentration in American Studies

The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland faculty, two representatives from the Hamilton faculty, and a Program Director. Students choosing to concentrate in American Studies should consult the Director of the program or a Kirkland member of the Committee.

The student concentrating in American Studies must expect to do advance work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee; the program will include American Studies 211, taken no later than the fall of the junior year, and American Studies 491-500.

*American Studies 211. Introduction to Theories and Methods.* An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions, and cultural forms in American life. The course is open to sophomores, juniors, and seniors, but is primarily designed for those who have decided to declare American Studies as their concentration. Mr. Hoffa.

*American Studies 241. Self and Society in Contemporary America.* An experimental course concerned with growing up in the United States today. Students are encouraged to plan the course as they see fit and to define for themselves such projects, papers, or oral presentations as seem interesting and pertinent; they are responsible for self-evaluations which will become part of their permanent academic record. The instructor's role here is one of catalyst, occasional synthesizer, and guide when needed. Her task is to be clear about her interests and biases (e.g. non-disciplinary

study, personal writing, student autonomy, human liberation) and to stimulate students to discover and uncover their own. Areas of interest: dilemmas of youth and adolescence; college education as a problem in American values, in contemporary social and political history, in adolescent psychology; the movement for social change and its relations to new communities, new colleges, new modes of growing up; the relation of art and creativity to growth, wholeness, and well-being; group experience: the search for new modes of teaching and learning. Mrs. Friedensohn. (Not offered 1972-73.)

*American Studies 242. Education and Social Change.* A student-centered course with a number of possible concerns—depending upon student interest: (1) the relationship of formal education to social change, (2) education for social change, (3) experimentation in higher education, (4) student autonomy, personal growth, and American values. Some demands: (1) extensive writing on some of the above themes, (2) active participation in group discussion, (3) real presence. Mrs. Friedensohn. (Not offered 1972-73.)

*American Studies 251. Action Studies: American Attitudes and Values and the Struggle for Social Change.* This course provides opportunities for students to combine field experiences in the Utica area with discussion and analysis of the struggle for social change in America today. Participants should seek out volunteer positions or internships—in social service agencies, schools, cultural institutions, media, business, etc.—with a double purpose: first, "to learn by doing;" and second, to observe and study the operations and value system of a given institution or organization. In a weekly seminar we will be looking at the problem of social change from three perspectives: (1) the personal situation of the student as participant-observer and individual; (2) the attitudes and values of the organization's personnel; (3) the structure of the organization. Evaluation on the basis of "contract" between individual students and the instructor. Permission of the instructor is required. Mrs. Friedensohn.

*American Studies 301. The Image of the City.* By an examination of novels, political tracts, sociological studies and writings of settlement house workers, the course will focus on the variety of ways in which Americans have sought to condemn, accept, or deal with problems posed by cities. Emphasis will be placed on the symbolic role of cities and on the ways in which perception of their problems has historically limited available solutions. The course is intended primarily for concentrators in American Studies. Mr. Locke. (Not offered 1972-73.)

*American Studies 304. Heroes and Leaders in America.* The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of the concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. Mr. Locke. (Not offered 1972-73.)

*American Studies 322. American War Literature: Literature as Historical Source Material.* American sources, including fiction, poetry, personal narratives, drama, songs and film, which are concerned with attitudes towards war from the WWI period through the 1950's will be examined in order to derive a sense of persistent attitudes or changing views. Students will be asked to prepare a single project based on conferences with the instructor, and to lead class discussion in that area. Background readings in social history will be required, and preference in enrollment will be given to American Studies, American History and Literature Concentrators in that order. Seniors and Juniors only; others with prior permission. Evaluation will be based on class contribution and the project. Mr. Babbitt.

*American Studies 326. American Utopias.* The creation of utopias—both fictive and real—has been a surprisingly consistent concern of a supposedly pragmatic people. The course will examine several American utopias—real and imaginary, positive and negative—for two purposes: to place them in a larger international tradition, and to see in them the strains and tensions of the cultures that create them. Requirements will include readings and several short papers, as well as a more substantial project; evaluations will be based on these and on class discussions. Preference in registration will be given to juniors and seniors with prior work in American fields, and to others with permission of the instructor. Enrollment limited to 15. Mr. Locke.

*American Studies 491. Senior Seminar.* Application of the theories and methods of interdisciplinary study to selected problems in American life. Prerequisite: American Studies 211, or consent of the instructor.

Topic for Fall, 1972: poverty. Students will be asked to participate in common readings, and to develop an individual project within the topic. Evaluation will be based on the project—its selection and development—and on class participation. Open to senior concentrators in American Studies, other upperclassmen with permission of the instructor. Mr. Locke.

*American Studies 500. Senior Project.* An independent project required of senior concentrators in American Studies. Faculty sponsors of this project will be chosen with the approval of the appropriate faculty committee. Prerequisite: 491.

## Arts Division

The arts program is designed to engage students in intensive participation in the arts. Students are encouraged to develop a vocabulary and proficiency in the languages of image, sound, and movement in one or more of the media. The Division is particularly interested in exploring the interrelatedness of origins, historical developments, and current directions in the arts. Faculty and students will search for new patterns of awareness and productivity in visual, dramatic, literary, musical and choreographic forms.

### *Concentration Requirements*

Students may choose to concentrate in one medium, or they may design an inter-arts program. An inter-divisional concentration may include work in such fields as education, psychology, related science courses, history, criticism, or philosophy. For those concentrating in the Division, eight Divisional courses normally are required, plus the Senior Project. A concentration in one art shall consist of:

1. a. a minimum of eight semester courses in the visual arts.
   b. a minimum of eight semester courses in drama including History of Living Theatre and Playscript Analysis or two drama literature courses.
   c. a minimum of eight semester courses in dance which must include two semesters of performance workshop.
   d. a minimum of eight semester courses in music distributed equally between music theory and music history. In addition to these minimum course requirements a music concentrator is expected to actively participate in ensemble performance.
   e. a minimum of six writing workshops plus two courses in literature.

2. A minimum of three semester courses in appropriate cognate areas. For students concentrating in the visual arts, at least two of these courses shall be in the history of art.

3. A Senior Project designed in conference with the advisor and accepted by the Division. The project may involve public exhibit or performance. (Listed in each medium as 451–452.) The particular courses to be used to satisfy the concentration are chosen by the student and advisor. In each instance the total program is an individual one, and the primary responsibility for its choice rests with the student.

The Division strongly recommends that its concentrators develop reading proficiency in at least one foreign language.

Evaluation in all Arts courses will be based on application, participation in critiques, evidences of progress and, where specified, written work.

## *Numbering of Courses*

*Except where otherwise indicated,* the Division's numbering of courses is intended to signify the following:

100's: Introduction in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Introductory, but somewhat higher expectations. Assumes one or two semesters in the field, or sufficient intellectual maturity and interest so that the student can compensate for lack of such preparation. Priority for admission: Arts concentrators, others.

300's: Advanced in approach, assumes three or more semesters in the field or unusual intellectual maturity, ability and willingness to compensate by extra work for insufficient background. Priority for admission: Arts concentrators, juniors, seniors. Priority will be given to concentrators in the area according to class standing.

400's: Most advanced. Intended for seniors and juniors with at least five semesters in the field. Others by permission of the instructor only. Priority will be given to concentrators in the area according to class standing.

If you have any doubts as to the appropriate level for you, please consult your advisor, the instructor of the course which you would like to enter or the Chairman of the Arts Division.

*Art 101. Drawing I.* Problems in spatial relationships and pictorial composition provide the basis for the development of skills in a variety of drawing media. The qualities of process, line,

shape, light and atmosphere will be examined in working from the model, from still life and from the students' own imaginative resources. Class limit is 18 because of type of instruction and space. Mr. Muirhead and Mr. Ostuni.

*Art 201. Drawing Workshop.* An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size:18. Prerequisite: Art 101 or permission of instructor. Mr. Murihead and Mr. Ostuni.

*Art 203. Painting I.* Using models, landscape, and still life, the stress will be on spatial relationships, plastic organization, composition, drawing and design, and the interrelatedness of these with color. Using slides and reproductions, the work of great painters of many cultures will be analyzed. Class limit is 18 because of type of instruction and space. Prerequisite: Drawing I or permission of instructor. Mr. Muirhead, Mr. Ostuni.

*Art 303. Painting Workshop.* An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit is 18. Prerequisite: Art 203 or permission of instructor. Mr. Muirhead, Mr. Ostuni. (Not offered 1972-73.)

*Art 205. Printmaking I.* Concentration in the process of intaglio printmaking; including hard and soft ground etching, aquatint, and liftground methods. Instruction in the techniques of silk-screen and relief printmaking will also be offered. Emphasis will be on individual work with a view to the making of original prints. Class limited to 15 to avoid overcrowding of equipment. Prerequisite: Art 101 or permission of instructor. Mr. Muirhead.

*Art 207. Printmaking II.* Study of the process of lithography through the techniques of drawing on stone and printing in black and white or color. Students may also work in the mediums of relief printmaking and silk-screen. Individual experimentation, and expression within technique will be stressed. Students will be evaluated on the production and depth of their work and the accomplishments of technical processes. Class limited to 15 students to avoid overcrowding of equipment. Prerequisite: Art 101 or permission of instructor. Mr. McDermid.

*Art 209. Sculpture I.* Students will explore the fundamentals of sculpture. Instruction shall include work in clay, plaster, wood and metal to develop awareness of the relationship of form to the nature of material and the sculptural pro-

cess. Students will be encouraged to work in modeling, carving and construction techniques. Class will be limited to 15 to avoid overcrowding equipment. Mr. McDermid.

*Art 309. Sculpture Workshop.* Continuation of Sculpture 209. Students may apply techniques of welding, casting, carving, and working plastics and other materials towards the development of a more personal style. Advanced students already having an amount of studio experience are expected to determine the choice of content and working media. May be repeated for credit at increasingly advanced levels. Class limited to 15 to avoid overcrowding equipment. Mr. McDermid.

*Art 111. Ceramics I.* An introduction to techniques in the use of clay as a material for three-dimensional forms. Students explore traditional wheel, hand building and glazing methods. They are responsible for creating their own glazes at earthenware temperatures. In addition to four class hours each week, a minimum of six additional hours is expected. Due to facilities and teaching method employed, class size is limited to 18 students. Ceramics I will be offered in both the fall and spring semesters. Mr. Palusky.

*Art 211. Ceramics II.* Designed to develop technique in hand-building beyond the introductory level. Students are responsible for completing several glaze assignments at stoneware temperatures. The instructor will give slide lectures of historic and contemporary ceramics. Studio sessions also include periodic critiques on problems of technique and three-dimensional expression. Prerequisite: Ceramics I. Students with experience in a course or courses equivalent to Ceramics I may ask for permission of the instructor. Class size:18. Mr. Palusky.

*Art 311. Ceramics Workshop.* Each student must complete a substantial series of work that may range from functional pottery to the most abstract ceramic objects. Raku, earthenware, stoneware, porcelain or salt or a combination of the above may be used for completion of a series. Clay bodies, glazes and firing are the student's responsibility. May be repeated for credit at increasingly advanced levels. This is a full year course. Class limited to 18 students. Mr. Palusky.

*Art 113. Photography I.* An introduction to photographic communication. Aesthetic traditions are explored, and fundamental techniques such as variety of cameras and their uses, lighting, and darkroom procedures, are studied. No prerequisite. Limited to 18 students because of equipment and facilities. Mr. Boxer, Mr. Liebman.

*Art 213. Photography Workshop.* This course is designed to explore and expand photographic possibilities in non-traditional terms. To do this, students will work together in small groups to design, construct and arrange a piece for a specific area of space. Possibilities include research in photographic sculpture, photographic image as relief, photocollage, photographic mobiles, etc. Suggested materials: plastics (plexiglass), photosensitized fabrics, metals, mirrored surfaces, plywood, masonite, toning materials, etc. Prerequisite: Photography 113 and permission of the instructor. Limited to 10 students. Mr. Liebman.

*Art 115. Film Production I.* An introduction to motion picture techniques and an exploration of animation, documentary, art, educational, and theatrical films. Interdisciplinary projects are encouraged. Class limited to 18 because of nature of equipment. Prerequisite: experience in photography or permission of the instructor. Mr. Boxer. (Not offered 1972–73.)

*Art 215. Film Production Workshop.* An exploration in greater depth of the problems of technique form and style. May be repeated for credit at increasingly advanced levels. Class limited to 18. Prerequisite: Art 115. Mr. Boxer. (Not offered 1972-73.)

*Art 117. Film Animation.* An exploration of how the artist can make use of film time. This will be a studio course for people of some experience with drawing, painting, still photography, graphics or any other unique aptitude which could be exploited in the making of a personal statement in the art of film. Class size will be limited to 10 students due to equipment and personal supervision. Permission of the instructor required. Mr. Boxer.

*Art 119. Introduction to the Language of Film.* After an outline of film grammar, a cross section of various film forms will be screened. The films will be discussed in relation to assigned readings in theory and film criticism with the intent of exploring how film acts on us, and how we can develop critical involvement. Evaluation will be based on papers and class discussion. Preference to freshmen and sophomores. Limit: 35. Mr. Boxer.

*Dance 101-2. Contemporary Dance.* For all students who have not managed placement, coordination, space orientation, basic locomotions and a concept of the different energy levels in dance. Evaluation will be based on participation, a written paper and a short movement study. Class limited to 20. Mrs. Salatino.

*Dance 201-2. Contemporary Dance II.* Intermediate level. The student's awareness of the interaction of space-time-energy in relation to performing will be stressed. Improvisation and an introduction to composition will be an integral part of leading the student to independent, creative dance studies. May be repeated for credit at increasingly advanced levels. Class limited to 20. Prerequisite: Dance 102 or permission of instructor. Mrs. Salatino.

*Dance 301-2. Contemporary Dance III.* Advanced level. Technique, composition and improvisation plus individual assignments in dance. Students at this level are urged to participate also in the performance workshop. Class limited to 20. Prerequisite: Dance 202 or permission of instructor. Mrs. Salatino.

*Dance 103-4. Jazz I.* Technique, style, and history. Basic Lurhythmics, Luigi technique and Dennis choreography. Lurhythmics: adapted from Mischio Ito's Lurhythmics, it develops the coordination and rhythm essential to all dance by relating specific arm positions to jazz movement. Class limited to 20. Mr. Dennis.

*Dance 203-4. Jazz II.* Intermediate and advanced levels. A continuation and development of the problems of Jazz I. Class limited to 20. Prerequisite: Dance 104 or permission of the instructor. Mr. Dennis.

*Dance 305-6. Performance Workshop.* Preparation for public performance of works by students and faculty. Problems in composition and production will be carried out both individually and as a company whose goals will be full length dance programs and the development of a company repertoire. Prerequisite: Dance 302 or 204 or permission of instructor. Instructors: dance faculty.

*Drama 101-2. Acting Workshop.* Course Problem: To evolve an individual working method as an actor—an exploration of the actor's physical, vocal, and emotional resources. Enrollment is limited to 20 students and an attempt will be made to establish a balance between men and women so that each actor will have the opportunity to work every day in the widest possible variety of theatrical situations. Mr. Bell.

*Drama 103-4. Improvisation for the Theatre.* Course Problem: "Improvising in itself is not a system of training. It is one of the results of training. When 'improvising' becomes an end in itself, it can kill spontaneity while fostering cleverness. Growth ceases as the performers take over. Everyone ad-libs every waking hour of the day and responds to the world through his senses. It is the enriching, restructuring, and integration of all these daily life

responses for use in the art form that makes up the training of the actor for scene improvisation and formal theatre."—Viola Spolin. The aim of the course is to evolve a theatrical community and to release the actors' physical, vocal, and emotional resources through group improvisation and theatre games. Enrollment is limited to 20 students in order to facilitate the functioning of the class. We will attempt to establish a balance between men and women. Mr. Cooper.

*Drama 105-6. Production in Theatre.* Course Problem: In the theatre "at every instant the practical question is an artistic one...the theatre narrows life down. It is always hard for anyone to have one single aim in life—in the theatre, however, the goal is clear. From the first rehearsal, the aim is always visible, not too far away, and it involves everyone."—Peter Brook. Students and faculty will conceptualize and produce the fall production. Class members may function as actors, designers, assistant directors, stage manager, and on technical crews. The primary aim of the course is to provide a forum for the exchange of theoretical ideas and practical working methods as well as to help integrate the various theatrical disciplines involved in producing a play. Mr. Bell.

*Drama 107. The History of Living Theatre.* Course Problem: "When a performance is over, what remains? Fun can be forgotten, but powerful emotion also disappears and good arguments lose their thread. When emotion and argument are harnessed to a wish from the audience to see more clearly into itself—then something in the mind burns. The event scorches on the memory an outline, a taste, a trace, a smell—a picture. It is the play's central image that remains, its silhouette, and if the elements are rightly blended this silhouette will be its meaning, this shape will be the essence of what it has to say."—Peter Brooke. The intent of the course is to provide a workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. Mr. Bell.

*Drama 109-10. Analysis of the Playscript.* Course Problem: "In the present state of dramatic ferment the scraps of ancient theory that we have inherited are not very useful, because they confine our understanding and analysis of the plays we read. Drama-studied-as-literature usually ignores the very artistic basis upon which the work is constructed. Drama-studied-as-theatrical-score often fails to examine adequately the artistic form that the actor and director seek to project. To penetrate works of the past as well as works to come, a new way of dealing with the drama is necessary. It must be equally useful in dealing with traditional European

plays, less familiar non-Western drama, and the inchoate forms emerging from the present state of theatrical chaos."—Bernard Beckerman. The aim of the course will be to evolve a method of analyzing a script in the way a musician approaches a score, both as notations and as music. Limit: 25. Mr. Cooper.

*Drama 311-2. Directing Workshop.* Course Problem: "It is a strange role, that of the director: He does not ask to be God and yet his role implies it. He wants to be fallible, and yet an instinctive conspiracy of the actors is to make him the arbiter, because an arbiter is so desperately wanted all the time. In a sense the director is always an imposter, a guide at night who does not know the territory, and yet he has no choice—he must guide, learning the route as he goes. Deadlines so often lie in wait when he does not recognize this situation, and hopes for the best, when it is the worst that he needs to face."—Peter Brook. The intent of the course is to provide a workshop for the theoretical and practical examination of the art of the director. Class size limited to 10. Prerequisite: Drama 101-2 or 103-4 and 109-10 plus work on one production. Mr. Cooper.

*Music 101-2. Theory I.* Ear cleaning to facilitate cultivation of the garden which lies between. Studies in melody writing employing both familiar and more exotic scale patterns. Analysis of musical works chosen from many cultures and historical periods, including the present. No student will be expected to produce great works of tonal art; students will be expected to produce works that work. Evaluation will be based on class participation and on regular written assignments. Class limit—12 students, as the nature of the material requires extensive individual work during class time on the part of students and faculty. Priority: freshmen. Prerequisites: knowledge of simple music notation; must not be tone-deaf. Note: aural training will be an integral part of each class and materials for dictation and sight-singing will be drawn from the students' own studies in melody writing. Mr. Heard, Mr. Hartwell.

*Music 201-2. Theory II.* A continuation of Theory I but in greater scope and detail. Concepts of harmony and form as the natural consequences of the material studied in Theory I. Aural training as in Theory I. Evaluation will be as in Theory I. Class limited to 12 as in Theory I. Prerequisite: Music 102 or permission of the instructor. Mr. Heard.

*Music 301-2. Theory Workshop.* Independent studies. Course content will be tailored to the students' individual needs and stage of development. Possible areas for study are: orchestration;

notation; serial composition; form and analysis. May be repeated at increasingly advanced levels with permission of instructor. Prerequisite: Music 202 or permission of instructor. Mr. Heard, Mr. Hartwell.

*Music 103. Electronic Music Studio I.* Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. The student will be expected to gain a firm theoretical understanding of the ways in which sound can be created and controlled electronically, and to demonstrate this understanding in her work with the synthesizer. In the second half of the semester, students will be encouraged to consider and discuss the aesthetic and psychological connotations of the sounds they produce, and to investigate the problems of combining sounds done in mono. Students will be responsible for the completion of one short project involving elementary electronic composition. Maximum accommodation in studio is for 13 students. Admission by permission of the instructor, based on the student's real interest in the problems described above. Mr. Hartwell.

*Music 203. Electronic Music Studio II.* Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. Improvisatory approaches to the synthesizer will be discouraged and students should be prepared to devote equal attention to both the planning and the execution of a work. May be repeated for credit by students who have in mind a specific project and who obtain the instructor's permission prior to registration. Students will be responsible for the completion of at least one work, preferably of the student's own design. Mr. Hartwell.

A note on electronic music courses: Students should be prepared to work individually in the studio at least three hours per week, excluding class time. It may not always be possible to arrange this studio time at the students' ideal convenience. The combined registration in Studio I and Studio II (when they are given concurrently) will not exceed 20 students in any given term. The maximum number of people the studio can accommodate at any one time is 14 (including instructor) and for this reason the Studio I course is limited to 13 students.

*Performance.* Numerous opportunities for musical performance exist on campus, and students are welcome to make them an important part of their extra-curricular activities.

If, however, a Kirkland student wishes to receive academic credit for her work in performance, she should register for *Performance I*

and take one or more of the following: Solo instrumental tuition; solo vocal tuition; choir; string ensemble woodwind ensemble; brass choir. (Also includes Hamilton Music 13-14 & 15-16)

One credit per year will be awarded for a course in Performance, after the successful completion of two semesters of study. Criteria for evaluation and awarding of credit will be decided upon by the instructor in accordance with the student's stage of development. If a student wishes to take more than one of the above performance offerings in the same year, she must indicate at the time of registration which one she wishes to have considered for credit.

A student may receive one credit for a *Performance I* course not taken in conjunction with a music history or music theory course. Thereafter, *Performance II, III* or *IV,* when pursued for one year, earn credit only when combined with a concurrent year of music history or music theory.

*Writing 101. Introduction to Writing.* An introduction to the fundamental problems of prose, fiction and poetry, designed for writers who have not participated in a workshop, or who have not had their work exposed to technical criticism. Members gain experience with such elements as characterization, setting, point of view, pace, rhythm, tone, mood, and imagery. Enrollment is limited to 16 students per section. This number relates to methodology, that is, since each student submits one piece of writing per week, the instructor may give the amount of attention that her work requires only if no more than 16 are involved in each section. Since the workshops exist to help people begin to cultivate their creative writing skills, sophomores and then freshmen receive preference. This enables students who wish to enter advanced workshops or to concentrate in creative writing to arrange their schedules in subsequent semesters. After sophomore and freshmen requests are met, seniors have preference over juniors. Thus, students who wish the experience of a creative writing workshop may have it before they graduate. Preference, then, is in this order: sophomores, freshmen, seniors, juniors. Evaluation is based on the quality of work and of participation in workshop discussions. Mr. Rosenfeld and Miss Lazard.

*Writing 201. Poetry Workshop.* A poetry workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Students determine the direction they wish their work to take. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires only if no more than 16 are involved. Prerequisite is permission of the instructor.

Students who have successfully completed Writing 101 ordinarily will be admitted to 201. This should not be taken as a guarantee, however. Those who have not completed 101 and wish to be considered for 201 are wise to bring some of their recent poetry to the instructor during preregistration. Incoming freshmen who feel qualified will have time to show their work to the instructor after they have arrived on campus. Evaluation is based on the quality of work and of participation in workshop discussions. Miss Lazard.

*Writing 204. Prose Fiction Workshop.* A prose workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students are free to write in short story, novella, or novel forms. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires only if no more than 16 are involved. Mr. Rosenfeld.

*Writing 205. Playwriting Workshop.* A playwriting workshop for writers whose work and purpose have developed sufficiently to warrant concentration in playwriting. In order to test their dramatic validity, students arrange informal stagings of their scripts. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires only if no more than 16 are involved. Prerequisite is permission of the instructor. Students who have successfully completed Writing 151, a drama workshop, and a course in dramatic literature will have an advantage but students without that background should not feel the least discouraged about entering the workshop. Evaluation is based on the quality of work and of participation in workshop discussions. Mr. Rosenfeld.

## *Curricular-Related Programs*

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing certain work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

*Piano and Harpsichord:* Albert Bowen - Instruction.

*Writing for Children:* Natalie Babbitt: Smith College, B.A., Seven books published. Awards: Runner-up for Newberry Medal. Honor book in 1971, Spring, "Book World" Children's Festival. A limited number of independent studies are open to students interested in this area by permission of the instructor.

*Choir:* James Fankhauser. Director of Choral Activities at Kirkland and Hamilton Colleges, and Assistant Professor of Music at Hamilton College.

## Humanities Division

The Humanities Division offers courses in Art History, History, Literature, and Philosophy. Students may concentrate in any one of these subjects, or they may combine two or more disciplines into a concentration in Humanities.

### *Concentration Requirements*

The minimum requirement for all concentrations in the Division is seven courses plus the Senior Project. The specific courses to be used to satisfy the concentration requirements will be determined by the student and her advisor. In some fields particular courses are required. These are noted below.

ART HISTORY: Students may come to a concentration in Art History either from the studio arts or from the academic fields of the humanities. Students wishing an Art History concentration should consult with their advisor or the Chairman of the Humanities Division.

HUMANITIES: Students wishing an interdisciplinary concentration in Humanities should plan a coherent program integrating two or more subjects or disciplines, or providing a means of approaching a specific intellectual problem. At least four upper level courses should be included in the program.

HISTORY: The concentration in History is broadly conceived to offer students the opportunity to fashion their program according to their particular interests and objectives. The variety of courses available at Kirkland and Hamilton enable a student to include work in American, European, and Asian history, and the History of Science. Since the historian studies the recorded expressions of human activity, the History concentration will involve the student in an examination of how the historian thinks, works, and

questions. The Senior Project will require one or two semesters depending on the scope and intent of the project. Students are also urged to develop proficiency in a foreign language or statistics.

LITERATURE: A student may concentrate in Literature by taking courses in one or several of the following: English, American or foreign literatures, either in the original languages or in translation. At least four courses are to be selected from those numbered 200 to 489. During the fall semester of her senior year a student should take a 490 course in Literature, a course limited to seniors. If the student is not in residence, she may (1) take the 490 course in absentia or (2) take a comparable course at another institution if that course has the approval of the Literature staff. During the spring semester of her senior year, a student will complete her Senior Project, which will bear the number 500. A student may also concentrate in a foreign literature, such as French, German, or Spanish. Such a student may follow the procedure for the senior year as described above, or she may follow whatever procedure is prescribed for the specific literature she is concentrating in.

PHILOSOPHY: Purposes of the concentration in Philosophy are: to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism and organization of discourse; to become acquainted with the most important systems of thought in the history of philosophy, and to gain a balanced understanding of the central problems of metaphysics, ethics and epistemology. Students concentrating in Philosophy must include one semester of informal or symbolic logic (Hamilton Philosophy 23) and a year course in the history of Western philosophy (Hamilton Philosophy 21-22). Since the latter is a prerequisite for many upper level courses, it should be taken in the sophomore year. It is strongly recommended that a semester of contemporary analytic philosophy and a semester of phenomenology and existentialism be included in the program. The Senior Project, a one semester independent study, should reflect a specific focus of interest within the field of concentration. Note: Kirkland courses numbered Philosophy 140 and below may not be counted toward a concentration in Philosophy.

FOREIGN LANGUAGES: All students are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school in the Humanities should realize that they will very likely be expected to use one or more languages, in addition to English, in their graduate work.

Unless otherwise specified, evaluation of student performance in all courses will be based primarily on the quality of participation in class discussion and of written work or other projects. Instructors reserve the right, however, to give examinations or in-class writing assignments whenever these activities appear desirable.

## *Numbering of Courses*

*Except where otherwise indicated,* the Division's numbering of courses is intended to signify the following:

100's: Introduction in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

Low 200's: Introductory, but somewhat higher expectations. Priority for admission to sophomores, freshmen, others, in that order.

Upper 200's: Assumes one or two semesters in the field, or sufficient intellectual maturity and interest so that the student can compensate for lack of such preparation. Priority for admission: juniors, sophomores, others. Priority will be given to concentrators in the area according to class standing.

300's: Advanced in approach, assumes three or more semesters in the field or unusual intellectual maturity, ability and willingness to compensate by extra work for insufficient background. Intended primarily for juniors and seniors. Priority will be given to concentrators in the area according to class standing.

400's: Most advanced. Intended for seniors and juniors with at least five semesters in the field. Others by permission of the instructor only. Priority will be given to concentrators in the area according to class standing.

If you have any doubts as to the appropriate level for you, please consult your advisor, the instructor of the course which you would like to enter, or the Chairman of the Humanities Division.

UNLESS IT IS STATED OTHERWISE, CLASS ENROLLMENT IS LIMITED TO 20.

*Art History 101, 102. Survey of the History of Western Art.* Fall semester: Pre-historic Art to the Late Middle Ages. Spring

semester: The Renaissance to the end of the Nineteenth Century. The emphasis during the fall semester will be on the art of classical antiquity as the foundation of the art of the middle ages; during the spring, on the Renaissance as style and concept. The object of the course is to provide the experience that will enable a student to approach an unfamiliar work and fit it into a meaningful historical-stylistic framework. Admission to 102 by permission of instructor only. Mr. Lieberman. (Not offered 1972-73.)

*Art History 131-132. The Art of Classical Antiquity.* The course is designed as a full-year study of Antique art, the first semester dealing with Greek art, the second with Roman. During the first semester the principal consideration will be the creation and refinement of the classical style, and then its Hellenistic elaboration. In the second semester the Roman modifications of Greek style and the development of Imperial Art will be traced. The end of the course will be taken up with a study of the dissolution of the classical style in the late antique period. Students wishing to enter the course mid-year may do so with the consent of the instructor. Limited to 30 students. Mr. Lieberman.

*Art History 201. The Art of the Twentieth Century.* The style of the twentieth century will be approached not only by tracing the origin and development of the various "isms" (Fauvism, Cubism, Expressionism, Dadaism, Surrealism, Abstract Expression) but also with the idea of understanding them in terms of the twentieth century search for forms that characterize the period. Considerable attention will be devoted to the question of history vs. criticism in the study of twentieth century art. There will be one major paper. Mr. Lieberman. (Not offered 1972-73.)

*Art History 202.* See Humanities 202

*Art History 212. The Renaissance in the North.* The emphasis will be on painting in the Netherlands, France, and Germany, beginning with the evolution of the International Gothic style in the fourteenth century, and following the development through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Bruegel, and the school of Fontainebleau in the sixteenth. Mr. Lieberman. (Not offered 1972-73.)

*Art History 222. Romanesque and Gothic Architecture.* The main problems to be considered are the evolution of Romanesque style, the origins of the high Gothic elevation. The role of structure as style will be analyzed and models of the basic structural forms will be built. Evaluation will be on the basis of class participation and a

major research paper. Enrollment limited to 20 students. Permission of the instructor required. Mr. Lieberman. (Not offered 1972-73.)

*Art History 241. Twelve Buildings.* The course is intended as an introduction to the history of architecture by a consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian, Basilica of St. Peter, Hagia Sophia, Cluny III, Chartres cathedral, Brunelleschi's Ospedale degli Innocenti, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. Mr. Lieberman.

*Art History 261. American Painting I.* The history of painting in America from the earliest colonial examples to the first World War will be outlined. The relationship of American and European painting will be considered in some detail, as well as the problem of the view of American painting as either distinctive or derivative. Preference in registration will be given to American Studies concentrators and students with at least one course in European art. Limited to 30 students. Mr. Lieberman.

*Art History 262. American Painting II.* A continuation of Art History 261 which is not, however, a prerequisite. The course will trace the history of painting in the United States from the first great American exposure to European "modernism" at the Armory Show in 1913, to the present. The "regionalism" of Hartlye, Burchfield and Hopper will be studied as well as more "international" movements such as Abstract Expressionism and Pop Art. Mr. Lieberman.

*Art History 600. Independent Study.* Staff.

*Art History 500. Senior Project.* Staff.

*English 101, 102. Communication.* For students who wish to improve their writing skills and reading comprehension. Group instruction and work with individual students on a tutorial basis. Assignments will be designed to meet the student's particular needs and interests. Students wishing to register for this course should first consult the instructor. Miss Noble.

*English 201. Expository Prose.* The first half of this course will focus on the writing of clear and forceful prose. Each student will write a number of sketches, reviews and brief pieces of literary criticism. Papers will be evaluated during individual conferences or in small tutorial groups. During the second part of the course, or earlier if the student wishes, she will undertake an extensive research project. Limited to 15 students. Mrs. Johnson.

*French 235. Images of Women in French Literature.* The changing roles of women as reflected in French novels, plays, poetry, from Molière to the modern era. Readings from major French authors such as Molière, Racine, Montaigne, Rousseau, Balzac, Flaubert, Zola, Mauriac, Malraux, Montherlant, Butor, and others. A study of the various identities of heroines and the relation between the literary world and general French culture. Open enrollment. Mrs. Heuberger.

*French 236. Images of Women in French Literature.* Women writers and their struggles from Marie de France to Nathalie Sarraute. A re-evaluation of French literature through a study of the major female authors, their influences, and contributions to the cultural and social world (Mme. de Lafayette, Mme. de Stael, Simone de Beauvoir, Simone Weil, and others.) The students will be asked to take an active part not only in the discussions but also in the selection of material: one of the aims of this course is to try to establish and hopefully publish a new critical anthology of French writers by young American women. The students will be able to contribute something concrete to the field of French literature and female studies. Open enrollment. Mrs. Heuberger.

*History 101. The Study of History.* This course is designed to acquaint the student with the complexity and richness of historical study. A single major work will be investigated in depth in order to illustrate the nature of an historiographic problem, the sociological and psychological influences which affect historical writing, and some of the various methods, theories, and philosophies of history. Open to freshmen and sophomores. Enrollment limited to 25. Mr. Marcy.

*History 102. Introduction to Contemporary History.* This course focuses on the problems facing the historian who attempts to comprehend modern society with its changing structure and expression. Students will concentrate on approaches to historical evidence (e.g., newspapers, memoirs, and fiction), the nature of modern historiography, and the relationship of history to the social sciences and the humanities. (It should be understood that this course does not provide a survey of recent times: students should not take both History 101 and 102 without special permission.) Mr. Townsend. (Not offered 1972-73.)

*History 111. Early Modern Europe.* Designed especially for students with no background in European history, the course deals with the rise of Modern Europe from the end of the Middle Ages to the middle of the seventeenth century. Readings include both primary documents and major works of historical interpretation. Mr. Miller.

*History 116. Utopias as Social Criticism.* An historical view focusing on analysis of utopian thought and literature recognizing that utopists have made positive and negative statements about the society in which they lived. Extensive readings from selected utopias will be correlated with background material describing the contemporary context. Examples: Plato, More, Bacon, Wells, Swift, St. Simon, Orwell, Huxley, Skinner, Vonnegut, and certain examples of "utopian" architecture in the twentieth century. Mr. Townsend. (Offered 1973-74.)

*History 164. Introduction to Medieval Society.* A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of relatively uniform religious, social, and political structures and attitudes. Exemplary topics: feudalism as a method of government, conflicts over the secular role of the Church, and artistic themes as reflective of certain cultural issues. Mr. Townsend. (Offered 1973-74.)

*History 201. The Evolution of Christian Thought.* The development of Christian doctrines and ideas from the founding of the Church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. Limited to 40 students. Mr. Miller.

*History 205. Pre-Colonial Africa.* This course will examine themes and problems that emerge from the African historical experience prior to the imposition of European rule. The first weeks of the course will involve a study of several general interpretative works on African culture. Thereafter the class will concentrate on a study of specific and characteristic African cultures in a historical setting. Enrollment limited to 30 students. Mr. Freund.

*History 206. Colonial and Post-Colonial Africa.* A continuation of Pre-Colonial Africa. Themes to be covered will include the conquest of Africa by the European powers, African resistance to conquest, the character of colonial rule in Africa, social change, response by Africans and the rise of African nationalism. The last weeks of the course will attempt to assess developments in contemporary Africa. Prerequisite: History 205 or consent of the instructor. Enrollment limited to 30 students. Mr. Freund.

*History 211, 212. Medieval Revival.* European society during the height of medieval civilization. Fall semester: the concrete signs of social invigoration: economic revolution and social change, political stabilization and expansion, and the social and political

effects of ecclesiastical reform. Spring semester: the emphasis will be on the intellectual or cultural side of this revival: the change in education as seen in the cathedral schools and the universities, the literary and philosophical trends of the "Twelfth-Century Renaissance," and the significance of Gothic architecture. Entire year or either semester. Students who want to take 212 separately must have permission of the instructor. Mr. Townsend. (Not offered 1972-73.)

*History 215. Renaissance Europe.* A survey of the economic, political, and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to Northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of Humanism. Open enrollment. Mr. Townsend. (Offered 1973-74.)

*History 219. The Rise of France.* A history of France from the Middle Ages to the eighteenth century, focusing on the roles of the monarchy and of religious and political conflicts in shaping French culture and nationality. Special emphasis on the internal crises in the period 1420-1660 and on the political and intellectual nature of eighteenth-century France. Open enrollment. Mr. Townsend. (Offered 1973-74.)

*History 221. Tudor/Stuart England.* A survey of the political and religious history of England from 1485 to 1714 with some attention given to intellectual and social-economic changes. The course includes lectures and discussion. It is designed to be of interest to those whose principle interest is in literature as well as for those in history. Open enrollment. Mr. Marcy.

*History 222. Modern Britain.* Survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. Mr. Marcy.

*History 225. History of South East Asia.* A general introduction to the history of Indonesia, the Philippines, Malaysia, Burma, Thailand, and the Indochinese lands. There will be most attention paid to developments over the past two centuries. Enrollment limited to 30. Mr. Freund.

*History 231. American Cultural and Intellectual History.* A survey of the relationship between ideas and their cultural settings in American history. The course seeks to involve students in an examination of the ways in which Americans have used intellect—in the broadest sense—to cope with threats, challenges, and promises of a rapidly changing culture. Some familiarity with American political and economic history is strongly recommended.

Two lectures and one small discussion meeting weekly. Evaluation will be based on class participation and on student-designed written work. Part of a two-semester survey, 231 covers colonial times to the Civil War. Preference in registration will be given to sophomores and juniors, and then to others. Enrollment limited to 40. Mr. Locke.

*History 232. American Cultural and Intellectual History.* Second half of two-semester survey. History 232: from the Civil War to the present. (See History 231 for details.) Students who wish to take 232 separately must have the permission of the instructor. Enrollment limited to 40. Mr. Locke.

*History 246. The Intellectual History of Modern Europe.* An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Socialism, and Marxism. Mr. Miller.

*History 256. History of South Africa.* A study of the peoples of South Africa, their historical development, and interrelationships. The last weeks will focus around discussion of contemporary South African conditions. Papers may be based on interpretation of works of fiction. Enrollment limited to 30. Mr. Freund.

*History 265. The Rise of Germany.* A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1919. Enrollment limited to 25 students. Mr. Miller.

*History 301. Social and Economic Change in Britain, 1688-1850.* This seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demography, entrepreneurial skills, commerce and technology, agriculture, and the social consequences of the great changes in these areas. Enrollment limited to 25 students. Mr. Marcy.

*History 305. Radical Reinterpretations of History.* A thematic introduction to some of the possibilities for students of human society raised by historians using new historiographic tools and radical insights. Topics covered will be examined comparatively and may include Marx and Marxist Historical Analysis, the Role of the Masses in History, Social History in the Third World, Diplomatic History as Revised by the 'New Left' and the History of a Forgotten Majority—Women. The course is meant to serve students not concentrating in history as much as those who are. It will focus around discussion of key works. Mr. Freund.

*History 311. Courtly Love and Women in Medieval Europe.* An examination of the causal and parallel interrelationships between two topics: the tradition of courtly love and the changing status of women in the political structure, popular religion, and artistic expression of the period from about 1100 into the sixteenth century. Prerequisites: two semesters of History and/or Literature and/or Art History. Proficiency in French, German, or Latin desirable but not required. Limited to 25 students. Mr. Townsend. (Offered 1973–74.)

*History 324. Up Against the Wall: the Witch Hunt in America.* Case studies of incidents in American history when real or perceived threats evoked organized responses that verged on or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials; the Bavarian Illuminati; anti-Masonry and anti-Catholicism; the Haymarket affair and anarchism; immigration restrictions; the Red scare; the McCarthy phenomenon. Evaluations will be based on class participation and written work, which will include both short pieces and a longer investigation. Open to juniors and seniors with background in American history, and to others with permission of the instructor. Mr. Locke.

*History 331. Problems in Nineteenth Century America: Nationalism.* The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystallization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. Mr. Locke. (Not offered 1972-73.)

*History 334. The Progressives: Conflict and Cohesion.* An intensive examination of intellectual, social, and political ferment and change in the years between 1890 and 1914. The aims of the course will be to familiarize students with literary and historical materials of the period, to learn to deal with problems of coherence and diversity in that time span, and to examine critically a nationalistic rhetoric that emerged during the period. Mr. Locke. (Not offered 1972-73.)

*History 335. The American as Reformer.* A group study of several Americans, with some emphasis on women, who had in common a critical unwillingness to accept cultural values, roles, and assumptions of their times. The course will blend biography and social history toward a consideration of several related

problems: the making of a reform sensibility; the difference between meliorative or fundamental change; the importance of role; and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. Mr. Locke.

*History 336. The Victorians.* The course will examine some of the major ideas and concepts which helped shape the Victorian mind as well as investigate the social setting in which these ideas developed. Mr. Marcy.

*History 346. Studies in Church History and Historical Theology.* A seminar dealing with a different topic in the history of the Christian church each year. Discussion of extensive common reading and reports on student research and reflection. The topic for 1972: The theology of C. S. Lewis; for 1973 (tentative): Christian Monasticism. Limited to upperclassmen with previous preparation in Biblical studies or historical theology. Open enrollment. Mr. Miller.

*History 380. Ideas of History.* The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth and twentieth century philosophers of history. Mr. Marcy.

*History 414. Studies in Medieval and Renaissance Europe.* Each year this seminar will focus on some aspect of early European society with an interdisciplinary view contributive to a fuller understanding of the particular problem. In 1973, the seminar will analyze the changing role of the towns as religious, administrative, and commercial centers. Comparison of the form and architecture of the medieval and Renaissance town with Roman and modern cities will serve to emphasize the differences and to clarify similarities. Open to juniors and seniors with two semesters' work in History; previous work in urban studies or in the History of Architecture is desirable. Tentative topics for 1974: Empire and Papacy in the Middle Ages and the Renaissance or Humanism in the Twelfth and Fifteenth Centuries. Mr. Townsend. (Offered 1973-74.)

*History 600. Independent Study.* Staff.

*History 500. Senior Project.* Staff.

*Humanities 101. Philosophical Ideas in Literature.* The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to

concentrate in Philosophy: the nature of the self, death, existential ideas of choice and freedom. For freshmen and sophomores, except by permission. Mrs. Morris.

*Humanities 116. The Search for Community.* Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." Mr. Roelofs. (Not offered 1972-73.)

*Humanities 126. Modes of African Expression.* Through interpretation of a variety of African literary works, the class will search for insights into African culture. Writers covered will include traditional and modern story tellers, poets, and novelists. Enrollment limited to 25. Mr. Freund.

*Humanities 169, 170. Female Studies.* (Not offered 1972-73.)

*Humanities 202. La Fin de Siecle.* An analysis of the relationship between literature, painting, and the decorative arts during the latter half of the nineteenth century, primarily in England. Among the subjects and figures to be considered will be the Pre-Raphaelite Brotherhood, William Morris and the craft movement, Swinburne, Huysmans, Wilde, Beardsley, and *art nouveau.* This course will count toward a concentration in either Literature or Art History. Mr. Bahlke and Mr. Lieberman.

*Humanities 223. Death.* Philosophical investigation of problems related to death and dying, including analysis of the concept of death, the morality of capital punishment, suicide, euthanasia and abortion, the personal significance of "I will die", and the question of immortality. Enrollment limited to 15. Mr. Roelofs.

*Language 100. Critical Languages.* Instruction in Chinese, Greek (modern), Hebrew, Hindi, Indonesian, Japanese, Turkish, and Welsh is offered on an independent basis. The student works with textbooks and individual tapes and meets with a native speaker once a week for oral practice. A final examination is given by an outside examiner from a neighboring university who is a specialist in the critical language offered.

*Literature 101. Reading in Poetry.* This course will explore the complex relationship between what a poem means, and how it means what it means. It will consider poetry as a mode of knowledge, whose form cannot ultimately be separated from its content. Thus there will be equal emphasis upon the formalized methods poets use to make statements about reality and the nature of the statements they make. Some critical and theoretical documents will be read. Mr. Hoffa.

*Literature 104. The Brontes.* A study exploring the usefulness of various approaches (historical, biographical, psychological, thematic and structural analysis of works) for an understanding of this remarkable family's life and work. Mrs. Colby. (Not offered 1972-73.)

*Literature 105. Twentieth Century Fiction.* The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the figures to be discussed will be Joyce, Lawrence, Forster, Faulkner, Flannery O'Connor, and Iris Murdoch. Limited to 25 students. Mr. Bahlke.

*Literature 116. American Literature of the 1930's.* A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels and stories, as well as songs, poems, plays, photographs, cartoons, and paintings. Such authors as Dos Passos, Farrell, Dahlberg, Wolfe, Hemingway, Faulkner, Roth, Agee, Steinbeck, Odets will be read to establish the style, mood, and conscience of the decade. Mr. Hoffa. (Not offered 1972-73.)

*Literature 117. Americans in Paris: The Lost Generation and Other Expatriates in the 1920's.* Readings from Gertrude Stein, Pound, ee. cummings, Hemingway, and Fitzgerald. The course will explore the relationship of their work to the development of the "little mags" which published these writers. Comparisons with experimental artists in other fields and with the British expatriate writers, Ford and Joyce. Mrs. Johnson.

*Literature 121, 122. Ideas and Forms.* Reading and discussion of selected literary documents that have been especially influential in Western culture. Fall semester: selections from the Bible, the Iliad, selected dialogues of Plato regarding the life and death of Socrates, Dante's *Inferno,* and Cervantes' *Don Quixote.* Spring semester: *Hamlet, Paradise Lost, Gulliver's Travels, Moby Dick,* and a final work to be selected. Either semester may be taken separately for credit. Limited to 30 students. Mr. Jamison.

*Literature 133-134. The Renaissance Image of Man.* An examination of the ways in which man is represented in the literature of the age on the Continent and in England. Readings which will include *The Prince,* Pico's *Oration,* Erasmus' *The Praise of Folly,* Alfonso de Valdez's *Dialogue Between Mercury and Charon,* More's *Utopia,* and selections from Montaigne, Bacon, Rabelais and Luther will lead up to an intensive consideration of Cellini's *Autobiography,* Books I and VI of Spenser's *The Faerie*

*Queen, Don Quixote,* and *Hamlet.* (Literature 134 may be taken separately from 133 only with permission of the instructor.) Mr. Lipmann.

*Literature 141. Faulkner.* A close study of the major novels emphasizing the thematic coherence of the series as a whole, the function of stylistic and formal innovations, and the relationship of myth and realism. *Sartoris, The Sound and the Fury; As I Lay Dying, Light in August, Absalom, Absalom!, The Unvanquished, Intruder in the Dust, The Hamlet, The Town, and The Mansion.* Mr. Stabenau.

*Literature 142. Introduction to Fiction.* This course will explore different techniques used for controlling prose fiction. The reading list will include samples of short fiction by Hawthorne, James, Conrad, Hemingway, Proust, and Beckett. Five novels will be read. The more conventional elements of characterization and structure will be examined in *Emma* and *The Mayor of Casterbridge;* the techniques of the non-linear novel and point-of-view fiction will be seen in *The Good Soldier* and *The Sound and the Fury;* and the devices of parody and fabulation in Nabokov's *Pale Fire.* Mrs. Johnson.

*Literature 144. Introduction to Poetry.* This course will introduce different conventions in poetry from the time of the Elizabethans to that of the present day. The method will be that of close textual analysis. Meter, figurative language, and stanzaic form will be examined to determine how they control meaning. From the earlier period there will be poems by Shakespeare, Donne, Pope, and Keats. Poems from the modern era will be analyzed in terms of how they break or modify the conventions of the past. Readings from Yeats, Pound, Eliot, Williams, and Kinnell. Mrs. Johnson.

*Literature 204. American Renaissance.* American literature of the earlier nineteenth century through the Civil War studied in relation to religious, social, and political issues. The focus will be on the effort to break free of the European literary tradition and to create new imaginative forms for American experiences and ideals. Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others. Mr. Stabenau.

*Literature 208. Tragedy.* A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. Mrs. Colby.

*Literature 213, 214. Modern Drama.* An attempt to explore the possibilities and limitations of drama as a twentieth century genre. Special emphasis upon works by Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Sartre, Camus, Beckett, Ionesco, Albee, and Pinter. Either semester may be taken separately for credit. Mrs. Colby. (Offered 1973–74.)

*Literature 215. The National Dramas of England.* The course is intended as an introduction to Elizabethan and Jacobean drama, Shakespeare excluded, with special attention to Marlowe, Jonson, and Webster. Mr. Lipmann.

*Literature 216. The National Dramas of Spain.* Drama of the Golden Age of Spain in translation including Calderon and Lope de Vega. Mr. Lipmann.

*Literature 219, 220. Shakespeare.* Reading and discussion of the plays in chronological order. Fall semester: the early plays—comedies, histories, and tragedies written, roughly, before 1600. Attention will be focused on Shakespeare's development as a dramatist in each form. Spring semester: the latter works, including "problem" plays, tragedies, and romances. Either semester may be taken for credit, but students who wish to enter in the second semester must have permission of the instructor. Limited to 30 students. Mr. Jamison.

*Literature 221. Johnson and Blake.* A study of their lives and works as a paradigm of two antithetical attitudes towards life and conceptions of poetry. Both experienced the demonic power of the imagination. Johnson fought it desperately as a Christian realist; Blake affirmed it as a prophet of revolution and attempted to create a new mythology to articulate his vision. Mr. Stabenau.

*Literature 224. Literature of the Spanish Civil War.* An exploration of the literary response to the Spanish Civil War (1936-1939). Much of the literature is dependent upon a knowledge of the political and social background; some readings, therefore, will deal with the course of the war in Spain and the relations of literature to politics throughout the era in Europe. But the main focus will be on the literature: fiction by Hemingway and Malraux, memoirs by Koestler, Orwell, and Kazantzakis; drama by Arrabal; and a wide selection of poetry. There will be some attention to films and to Picasso's painting, *Guernica*. Mrs. Johnson.

*Literature 228. Amerindian Literature.* A study of selected legends, rituals, songs, tales, poems, myth-cycles, and retrospective narratives of the North American Indian. Emphasis will be placed on images and symbols which reveal the Indian "world-view," as

well as on images of the Indian in the Europeanized American mind. Preparation in Anthropology 341 is strongly recommended, though not an official prerequisite. Mr. Hoffa.

*Literature 232. Early American Literature.* An examination of the relations between general culture and literary culture in America prior to 1840. Readings will include much material not generally considered "literary," such as diaries, journals, letters and polemical essays, as well as poetry and fiction based on social and aesthetic values out of vogue today. Writers studied will include William Bradford, Samuel Sewall, Edward Taylor, Jonathan Edwards, Benjamin Franklin, Philip Freneau, the "Connecticut Wits," Hugh Henry Brackenridge, Charles Brockden Brown, Washington Irving, and James Fenimore Cooper. Previous work in Literature and American History will be of help. Mr. Hoffa.

*Literature 235. American Humor.* A survey of selected examples of humorous writing in America from the late eighteenth Century to the present, with primary emphasis on the development of certain "native" traditions such as "Yankee" humor, "Frontier" humor, platform, newspaper, and local color humor, and the effect of these comic traditions on later writers. Throughout, attention will be paid to the theories and principles of comedy. Writers studied will include Irving, Brackenridge, Harte, Twain, Ade, Bierce, Lardner, Faulkner, Thurber, and Barth. Students will be asked to keep a journal and to submit at least two short essays. Limited to 30 students. Mr. Hoffa.

*Literature 244. English Poetry of the Renaissance and the Twentieth Century.* The course will begin with a consideration of the problems involved in the analysis of poetry. Aspects of poetry, such as imagery, metaphor, diction, tone of voice, meter and structure, will be isolated and defined while their function in individual poems will be discussed thoroughly. The models for this part of the course will be drawn largely from sixteenth century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Yeats, Eliot, and Dylan Thomas. Mr. Bahlke. (Not offered 1972-73.)

*Literature 301. Seminar: Virginia Woolf and James Joyce.* The purpose of this seminar will be to explore Virginia Woolf's and Joyce's technical approaches to the novel. The works to be read include Virginia Woolf's *Jacob's Room, To the Lighthouse,*

and *Between the Acts,* and Joyce's *Dubliners, A Portrait of the Artist as a Young Man,* and *Ulysses.* Attention will be given particularly to the way in which style becomes a vehicle for the expression of specific values. Enrollment limited to 15. Mr. Bahlke. (Not offered 1972–73.)

*Literature 302. Seminar: Virginia Woolf.* The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel, and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts.* Enrollment limited to 15. Mr. Bahlke.

*Literature 303. Modern Poetry.* A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot, and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. Limited to 30 students. Mr. Bahlke.

*Literature 304. Modern Poetry.* A careful consideration of ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Sitwell, Thomas, Gunn, Frost, Stevens, Cummings, Roethke, Lowell, and Wilbur. (This course does not duplicate the material of the fall term course in modern poetry, and may be taken either as a continuation of the earlier course or separately from it.) Mr. Bahlke.

*Literature 305. Seminar: The Novels of E. M. Forster and D. H. Lawrence.* The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels *(Where Angels Fear to Tread, A Room with a View)* will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel.* Lawrence's theoretical writing will constitute the background for a reading of *Sons and Lovers* and *The Rainbow.* Forster's *A Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth century literature. Limited to 15 students. Mr. Bahlke.

*Literature 306. European Literature between the World Wars.* Expressions of the crisis in European civilization after the

First World War and various efforts to overcome it. The ideas of Nietzsche, Spengler, Marx, and Freud will be studied as part of the intellectual background. German expressionism, French Surrealism, Huxley, Ford, Gide, Kafka, Rilke, and others. Mr. Stabenau.

*Literature 307. Virgil, Tasso, and Milton.* A comparative study of the development of the European epic. Readings will include the *Aeneid, Jerusalem Delivered, Paradise Lost, Paradise Regained,* and *Samson Agonistes.* Mr. Lipmann.

*Literature 309. Eminent Victorians: George Eliot-Thomas Hardy.* Close readings and discussion of *The Mill on the Floss, Silas Marner,* and *Middlemarch;* and Hardy's *Far from the Madding Crowd, The Return of the Native, The Mayor of Casterbridge, Tess of the d'Urbervilles,* and *Jude the Obscure.* The main goal of the course is to explore the artistic merits of each novel. However, the fiction of George Eliot will be related to her earlier intellectual achievements as editor and translator while Hardy's career as a poet will be compared to his accomplishment as a novelist. Mrs. Johnson.

*Literature 311. Realism.* An exploration of this critical concept in particular relation to the nineteenth century and to a selection of British and Continental works often associated with it. Writers, some of whose major works may be read and discussed: Stendahl, Flaubert, Zola, Trollope, Dickens, George Eliot, Thackeray, Turgenev, Dostoevski, Tolstoi. Mrs. Colby. (Offered 1973–74.)

*Literature 312. Realism.* Through a reading of selected major novels from European, British, and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of their craft. The figures to be read will include Henry James, Joyce, Proust, Gide, Camus, Mann, and Faulkner. Mr. Bahlke. (Offered 1973-74.)

*Literature 314. The 1840's.* An exploration of a decade through a chronological examination of literature, art, and music, with special attention to the response of the artist to the culture of that age. Materials will be drawn from the works of Browning, Carlyle, Dickens, Tennyson, Thackeray, Ingre, Delacroix, Turner, Schumann, Wagner, and others. Open enrollment. Mr. Jamison.

*Literature 318. The Pastoral.* A study of the genre from antiquity to the present. After a thorough study of the major classical and Renaissance works in the genre, certain more recent works that have been so labeled will be analyzed in the context of

the definition arrived at. Among these will be *The Beggar's Opera, Alice in Wonderland,* Tolstoi's *The Cossacks,* some poems by Frost and Stevens, and *Zabriskie Point.* Mr. Lipmann.

*Literature 326. Edwardian Novel.* (Not offered 1972-73.)

*Literature 327, 328. Romanticism.* An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British, and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe, and Hawthorne. 328 may be taken separately with permission of the instructor only. Mrs. Colby.

*Literature 331. Neoclassicism and Enlightenment.* The literary expression of the effort to find rational order and peace in Europe after the violent religious and political conflicts of the earlier seventeenth century. Descartes, Corneille, Racine, Moliere, Congreve, Dryden, La Rochefoucauld, Lichtenberg, Addison, Steele, Montesquieu, Bunyan, Swift, Locke, Pope, and Lessing. Mr. Stabenau.

*Literature 332. Enlightenment and Sensibility.* The literary response to the destructive application of secular critical thinking to religion, history, and politics, and the revaluation of emotion as a guiding or controlling force in human life. Richardson, Fielding, Sterne, Goldsmith, Johnson, Voltaire, Hume, Gibbon, Diderot, Goethe, Schiller, Rousseau, Burke. Mr. Stabenau.

*Literature 336. Ezra Pound and Wallace Stevens.* An explication of their major poetry which will involve not only close textual analysis but also consideration of the public roles and private lives of each poet. Students should bring to the course some experience in the close reading of poetry as well as an awareness of English and European literary history. Mr. Hoffa.

*Literature 340. Victorian Literature.* A study of selected poetry and prose from the Victorian Age, not including the novel. Authors may include Browning, Tennyson, Arnold, Swinburne, Carlyle, Mill, Ruskin, and Pater. Mr. Jamison. (Not offered 1972-73.)

*Literature 491. Senior Seminar. Theory and Practice in Literature.* The intention of the course is to reinforce aspects of literary study that the students have been exposed to, and to expose them to ideas and approaches that they have missed. The basic text will be *Theory of Literature* by Wellek and Warren, supplemented by other critical studies and selected literary works in each genre.

Short papers and reports, with one longer paper on a selected literary problem. Limited to 15 students. Mr. Jamison.

*Literature 493. Senior Seminar. Theory and Practice of the Novel from the Eighteenth to the Twentieth Century.* Representative novels of various types will be studied in the context of the time that produced them and its general assumptions about the scope, function, and tone of literature. Students will be expected to do readings in cultural history, criticism, and theory. Mrs. Colby.

*Literature 600. Independent Study.* Staff.

*Literature 600. Group Independent Study in Black American Literature.* A study of recent Black fiction (stories, novels, plays). Group meetings and papers bi-weekly. Advisor: Mr. Babbitt.

*Literature 500. Senior Project.* Staff.

*Philosophy 102. Questions and Clarifications.* An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. Mr. Roelofs.

*Philosophy 114. Introduction to Existentialism.* A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger, and others. For freshmen and sophomores, except by permission. Mrs. Morris.

*Philosophy 141. Informal Logic.* Same as Philosophy of Science 141. An introduction to the various uses and misuses of human reason. Methods of detecting and avoiding the most common errors in reasoning. Methods of traditional (non-symbolic) logic. Typical forms of argumentation in philosophy, law, debate, and the sciences. The role of language in human affairs. Evaluation will be based primarily on exercises in the practical application of the methods of the course. Not for seniors. Open enrollment. Mr. Morris.

*Philosophy 142. Scientific Method.* Same as Philosophy of Science 142. A general introduction to research methods in the physical and social sciences and in the humanities. Analogy and probable inference. Methods of experimental inquiry. Explanations and causes. Hypothesis formation and testing. The

role of probability and statistical methods. Evaluation is based primarily on exercises and projects in scientific method. Not for seniors. Mr. Morris.

*Philosophy 211. The Problem of Evil.* If the world is filled with wickedness and misery, must we conclude that there is no God? How, if at all, can these evils be reconciled with the presumed wisdom and power and goodness of God? Classic and contemporary sources, both religious and non-religious will be used in studying these questions. Mr. Roelofs. (Not offered 1972-73.)

*Philosophy 214. Philosophical Foundations of Democracy.* Reading and discussion of important classical works, including Locke's *Second Treatise,* Rousseau's *Social Contract,* Mills's *On Liberty.* Particular attention is given to the nature and justification of freedom, the purposes of political affiliation, the function of law, conditions under which revolution is justified. Mrs. Morris.

*Philosophy 217. American Philosophy.* Reading and discussion of several American philosophers, emphasizing those trends and ideas that are most distinctively American. Readings will be selected from such writers as Jonathan Edwards, Josiah Royce, C. S. Peirce, William James, George Santayana, and John Dewey. Mr. Morris. (Not offered 1972-73.)

*Philosophy 219. Value and Obligation.* An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant, and contemporary rule-utilitarians. Enrollment limited to 35 students. Mr. Roelofs.

*Philosophy 220. Contemporary Moral Issues.* A philosophical investigation of some current controversies regarding individual conduct and public policy. Taking as a starting point the form in which these controversies surface in the mass media, our task will be to attain a more precise understanding of what is at issue, to reconstruct the arguments put forward by the disputants, and to subject these arguments to a searching critique. It will be shown that these arguments themselves raise important theoretical questions to which professional moral philosophers have addressed themselves, often with illuminating results. Topics for 1972-73 may be expected to include civil disobedience, prison reform, homosexuality, and the preferential treatment of Blacks and women. Mr. Roelofs.

*Philosophy 234. Plato.* A study of the major dialogues with special emphasis on *The Republic.* Mrs. Morris.

*Philosophy 249. Kierkegaard and Nietzsche.* An examination of selected basic works of these important nineteenth century thinkers. Mrs. Morris.

*Philosophy 251. Philosophy of Education.* Reading of some influential educational theorists, practitioners and commentators. Critical discussion will be focused on the ways in which educational theories and methods express and reinforce certain value commitments and beliefs about human nature. Prerequisite: Psychology 201 or Education 201 or permission of instructor. Enrollment limited to 15 students. Mr. Roelofs.

*Philosophy 261. Truth.* Same as Philosophy of Science 261. The concept of truth is contrasted with concepts of error, make-believe, deception, inauthenticity. Readings from philosophical, psychological, and sociological sources. Mr. Morris.

*Philosophy 312. Heidegger.* A seminar for the student who wishes to understand the more difficult of Heidegger's writings. Most of the semester will be spent on *Being and Time.* Prerequisite: two courses in philosophy. Mrs. Morris. (Offered 1973-74.)

*Philosophy 313. Sartre.* A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one of his brief early works will also be discussed. Prerequisite: one year of history of philosophy or permission of instructor. Mrs. Morris. (Offered 1973-74.)

*Philosophy 321. Theism and Atheism.* Philosophical analysis of the classical proofs of the existence of God, together with several counter-proofs. Attention will also be given to recent doubts concerning the meaningfulness of theological discourse. Prerequisite: two semester courses in Religion or Philosophy. May not be taken for credit by students who have taken Hamilton Philosophy 41 or Religion 41. Enrollment limited to 25 students. Mr. Roelofs.

*Philosophy 329. Phenomenology and Existentialism.* A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre, and Merleau-Ponty. Prerequisite: One year of history of philosophy or permission of instructor. Mrs. Morris.

*Philosophy 340. Continental Rationalism.* An intensive study of Descartes, Spinoza and Leibniz. Prerequisite: at least two courses in philosophy. Mr. Morris. (Not offered 1972-73.)

*Philosophy 341. British Empiricism.* An intensive study of major works by Locke, Berkeley and Hume. Prerequisite: a year of history of philosophy, or permission of instructor. (Not offered 1972-73.)

*Philosophy 342. Kant.* Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason,* together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: a year course in the history of philosophy. Enrollment limited to ten. Mr. Roelofs.

*Philosophy 351. Philosophical Arguments.* A study of philosophical method. Topics to be discussed will include construction of counter-examples, appeals to "ordinary language," paradigm case arguments, and the use of models and analogies. Prerequisite: one year of Philosophy or permission of instructor. Mr. Roelofs. (Not offered 1972-73.)

*Philosophy 500. Senior Project.* Staff.

*Philosophy 600. Independent Study.* Staff.

## Sciences Division

The curriculum in the Sciences Division is responsive both to the needs of a liberal education and to the demands of a pre-professional program. For this reason, several different types of courses are offered by the Division:

(1) Many of the courses listed as offerings in Science and in History and Philosophy of Science are intended to develop an understanding of the pervasive impact of science upon our culture. They are designed to help students evaluate the role of science and technology in society, through an examination of their social and ethical implications, and by discussing the historical, philosophical, theoretical and procedural bases of the sciences. Courses such as these are neither surveys of current scientific theory nor a program in "science for the non-scientist". Instead they attempt to show the meaning of scientific methods and of their applications in a society which is rapidly becoming dominated by its technology.

(2) A second group of courses is intended to provide specific types of knowledge or skills for students whose primary interests may lie in other areas. For such students, a clear understanding of the problems and principles of ecology, genetics, computer programming, research methods, plant cultivation, logic, and other areas of study may be essential.

(3) Finally, the Division is responsible for advising all students with a primary interest in the sciences. A full program of courses in Botany and in the History and Philosophy of Science is offered by the Division; programs in Animal Biology, Chemistry, Geology, Mathematics, and Physics are offered at Hamilton College. In addition, the Division oversees a general program in the sciences intended for students who wish to enter medicine or who plan to become teachers of science.

The Senior Project in the Science Division, normally initiated in the fall term of the senior year, serves as a focus and culmination of the student's major program. The Project will involve written work, a paper or a laboratory report, for example, and an oral presentation of the material before the Senior Seminar.

A student who spends her senior year at another institution should include a Senior Project as part of her program, and she should present the results of her Project before the Senior Seminar.

## *Concentration Requirements*

Students may concentrate in Biology, Botany, Chemistry, Geology, History and/or Philosophy of Science, Mathematics, Physics, or in an interdisciplinary program in the sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.

2. The Senior Project and Senior Seminar.

A concentration in Botany shall consist of nine semester courses, as follows: Introductory Botany, 101; a course in genetics; a course dealing with lower plants, Morphology of Lower Plants-201, or Phycology-301, or Mycology-306, or Biology 29; a course dealing with higher plants, Morphology of Higher Plants-202, or Plant Physiology-211; a course in ecology, Plant Ecology 302 or Biology 37; Systematic Botany 304; the Senior Project; Senior Seminar; and

Chemistry 11. Courses which are not required but recommended are: Mathematics 13-14, one year of Physics, Biology 11, Chemistry 12, 23-24.

Additional courses should be chosen carefully, in conference with the student's advisor, in order to make certain that the completed program will meet her personal and professional goals. In particular, an adequate background in mathematics and in an appropriate foreign language are essential for any student who plans to work professionally in the sciences. The Division emphasizes the social role of the scientist, and encourages work in the history and philosophy of science.

## *Numbering of Courses*

*Except where otherwise indicated,* the Division's numbering of courses is intended to signify the following:

100's: Introduction in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Introductory but somewhat higher expectations. Assumes one or two semesters in the field, or sufficient intellectual maturity and interest so that the student can compensate for lack of such preparation. Priority for admission: Science concentrators, others.

300's: Advanced in approach, assumes three or more semesters in the field or unusual intellectual maturity, ability and willingness to compensate by extra work for insufficient background. Priority for admission: Science concentrators, juniors, seniors. Priority will be given to concentrators in the area according to class standing.

400's: Most advanced. Intended for seniors and juniors with at least five semesters in the field. Others by permission of the instructor only. Priority will be given to concentrators in the area according to class standing.

If you have any doubts as to the appropriate level for you, please consult your advisor, the instructor of the course which you would like to enter or the Chairman of the Science Division.

*Botany 101. Introductory Botany.* Survey of the science of botany with special emphasis on the biological principles of the plant kingdom. The lectures and laboratory exercises examine the

plant body as a functioning organism at all evolutionary levels of organization in a detailed and comprehensive treatment which serves as much the goals of liberal education as a preparation for advanced work in the discipline. Evaluation is based on written examinations, laboratory performance and several short papers. No prerequisite. Within limits of lab space, open enrollment. New sections may be formed. Miss Gilbert, Mr. Howard, Mr. Putala.

*Botany 102. Introductory Genetics for Concentrators.* An introduction to transmission genetics, the nature and function of genetic material, physiological genetics, developmental genetics, and population genetics as derived from experimental work with microorganisms as well as higher plants and animals. Evaluation will be based on ability to handle material as evidenced by classroom participation, and examinations. Enrollment limited to 16. Prerequisites: Biology 11, Botany 101. Mr. Howard.

*Botany 111. Natural History of the Clinton Region.* An introduction to the local plants and animals, with emphasis on the plants. The course will be held in the field as much as possible, concentrating on identification of the organisms and their adaptations to their way of life. Student evaluations primarily through field quizzes and a special project report. No prerequisite. Class size is limited by the nature of the course to approximately 9 returning students and 5 entering students. See the instructor. Miss Gilbert.

*Botany 117. Genetics.* An introduction to transmission genetics, the nature and function of genetic material, physiological genetics, developmental genetics, and population genetics as derived from experimental work with microorganisms as well as higher plants and animals. Evaluation will be based on ability to handle material as evidenced by classroom participation, and examinations. No prerequisites. Structured for non-biology concentrators. Enrollment limited to 16. Mr. Howard.

*Botany 201. Morphology of Lower Plants.* A study of the fungi, algae, mosses, liverworts, and lichens. Morphology and life histories will be stressed with reference to phylogenetic relationships among these organisms. Field collection and identification of representative species will be included. Prerequisite 101. (Offered in alternate years; not offered in 1972-73.) Mr. Howard.

*Botany 202. Morphology of Higher Plants.* Study of the life history and evolution of the extinct and living vascular plants including comparisons of general structure and reproductive

organs. No limit on enrollment. Permission of the instructor. (Offered in the fall term, 1972; thereafter in alternate years in the spring term.) Mr. Putala.

*Botany 211. Plant Physiology.* The principles of physiology as seen in the higher plants. Both lecture and laboratory sessions, with emphasis on laboratory work to determine the mechanics of life of the green plant. Prerequisite 101. (Offered in alternate years, not offered in 1972–73.) Miss Gilbert.

*Botany 214. Plant Cultivation.* Study of the botanical principles bearing on plant nutrition, development, growth, regulation, hybridization and ecology as they apply in horticulture. The course critically examines the scientific basis of plant cultivation and evaluates current gardening practices developed from them. Laboratory and field projects as well as term papers form the bases for evaluation. General knowledge of plant biology is helpful but not required. No prerequisite. No enrollment limit. Mr. Putala.

*Botany 215. Biogeography.* A consideration of the world-wide distribution of organisms, emphasizing the higher plants of the North American and African continents. Factors governing the patterns of distribution will be examined in a few lectures, but chiefly through seminar-type reports and discussions. Student evaluations based on the reports and contributions to discussions. No prerequisite. (Offered in alternate years; not offered in 1972–73.) Miss Gilbert.

*Botany 216. Readings in Oceanography.* A study of selected readings in biological and geological oceanography. Biological composition of the oceanic and coastal environments and ecological factors influencing the composition will be covered along with a study of the broad geological aspects of the ocean basins including origin, bottom physiography and sedimentary processes. Evaluations will be based, in large, on class reports and discussion on reading assignments. No prerequisite. Mr. Howard.

*Botany 218. Environmental Biology.* An introduction to the principles of plant ecology as they relate to the biogeo-chemical cycles of freshwater bodies, land, and the atmosphere. Class discussion and assignments will be confined to selected readings in environmental science. Prerequisite: permission of the instructor. Mr. Putala.

*Botany 301. Phycology.* Morphology and life histories of representative algal species will be stressed with reference to phylogenetic relationships among these organisms. Field collection

and identification will be included. Prerequisite: Plant Form and Function. Enrollment limited to 16. Mr. Howard. (Offered in alternate years; offered 1972-73.)

*Botany 302. Plant Ecology.* An advanced course examining in some detail selected aspects of plant ecology. Lectures and laboratory or field work, the latter portion of the course consisting of a major long-term project carried out by the students individually or in groups. Students are evaluated through contributions to discussions and a written report on the major project. Prerequisite: 101 and 201 or 202 or 211. Miss Gilbert. (Offered in alternate years; not offered in 1972–73.)

*Botany 304. Plant Systematics.* A course designed to acquaint the student with the principles of taxonomy of the flowering plants and methods of taxonomic research through a study of the local spring flora. The course consists of lectures, laboratory work and field work. Evaluations are based on the student's work in the laboratory and field determined through field quizzes and written reports. Prerequisite: Botany 101 or permission of the instructor. No limit on enrollment. Miss Gilbert.

*Botany 306. Mycology.* A survey of the morphology and taxonomy of fungi and a study of significant contemporary advances in fungal research. Evaluations based on class discussion. Prerequisites: Biology 11, Botany 101 or permission of instructor. Mr. Howard. (Offered in alternate years; offered in 1972-73.)

*Botany 321. Plant Anatomy.* The study of the origin of vegetative and reproductive organs of seed plants, affording a comprehensive historical and developmental survey of plant organogenesis. Lecture and discussion sessions elucidate the major theoretical concepts of organology viewed in the context of the evolution of land plants. The laboratory exercises are conducted on a self-instructing basis and deal with the study and interpretation of slide preparations. Evaluation is based on written examinations as well as seminar discussions assigned for particular topics. No limit on enrollment. Permission of the instructor. Mr. Putala. (Offered in alternate years; offered in 1972-73.)

*Botany 323. Plant Histology.* An introduction to plant microtechnique concerned with laboratory practice in the procedures and methods of microscope-slide preparation including an introduction to plant histochemistry and ultrastructural techniques. Exercises in the use of embedding, microtoming and staining techniques occupy the laboratory; lectures and discussion sessions are concerned with a discussion of

the history and principles behind these methods. Evaluation is based largely on the slide collection assembled in laboratory, including a student project using special techniques. Two written examinations are scheduled as well, testing the student's familiarity with concepts developed in lecture. Prerequisite: Botany 101 or equivalent; see the instructor. Mr. Putala. (Offered in alternate years; not offered in 1972-73.)

*Botany 386. (Anthropology 386.) Evolutionary Theory and Population Genetics.* A detailed examination of the basic concepts of Neo-Darwinian and population genetics, built around concepts of genetic transmission, natural selection and adaptation, with discussion of topics ranging from mimicry and polymorphism to modes of speciation and the origin of highest taxonomic categories. Evaluation will be based upon a series of short written papers and class participation. Prerequisites: Introductory Genetics or consent of the instructor. Mr. Howard and Mr. Grayson.

*Botany 404. Ancient Man and the Environment.* A seminar-type course considering some of the effects that man has had on his environment in prehistoric and early historic time. The course may emphasize different times or places depending on the interests of the group and will consist of oral reports and discussions. The evaluations will be based on the quality of reports and contributions to discussion. Prerequisite: at least two courses in Botany or Biology; (Anthropology may substitute in part) and permission of the instructor. Miss Gilbert. (Offered in alternate years; offered in 1972-73.)

*Computer Science 101, 102. Introduction to Computing.* A course designed to provide the student with the basic knowledge and experience necessary to use computers effectively in the solution of problems. Topics include: algorithms, programs, and computers. Basic programming and program structure. Programming and computing systems. Debugging and verification of programs. Data representation. Organization and characteristics of computers. Survey of computers, languages, systems and applications. Computer solution of several numerical and non-numerical problems using such languages as Basic and Fortran. Student-initiated projects in such fields as educational, social science, physical science, humanities, or other uses of computing machinery. Evaluation will be based on the student's work on assigned problems and independent projects. Enrollment limited to 20 because of facilities. Mr. Morris.

*Computer Science 252. Topics in Computer Logic.* Set Theory, Boolean algebras, switching circuits, game theory, and automata theory. The course presupposes some proficiency in mathematics or logic. Mr. Morris.

*History of Science 113. Utopian Thought and Scientific Optimism.* A comparative study of early and contemporary versions of the "perfect" society, with emphasis on the role of science and/or technology. Some probable topics: R. Buckminster Fuller and synergetics; Auguste Comte and the technocratic view; B. F. Skinner and psychological control. The object of the course is to develop critical thinking and an understanding of the relation of scientific change to theories of social perfectibility. Open to freshmen. No enrollment limit envisioned. Mrs. George.

*History of Science 114. Two Anti-Scientific Revolutions.* A comparison of the "Romantic Revolt" against eighteenth century rationalism with today's counter-culture and its rejection of science. Topics will include: romantic cosmologers and the fall of "scientific" deism; rise of the new machine-gods; today's science and war; the Bomb and modern anti-science. Object of the course is to identify the elements of anti-scientific movements, and to define the nature of the rejected science, while discussing areas of science retained either consciously or unconsciously in each instance. Open to freshmen. No enrollment limit. Mrs. George.

*History of Science 122. Science and the Novel.* Designed to compare the use of scientific ideas in the standard novel form and in science fiction, this course will be based on the reading of a selected list of works in each category. Students will be encouraged to report on other titles and to suggest modifications for future classes. We will consider the development of science fiction as a separate genre, and the current tendency to blur this distinction; the role of science in fiction written outside the special category; and the overall implications for literature. Open to freshmen; no enrollment limit envisioned. Mrs. George. (Offered in alternate years; not offered 1972-73.)

*History of Science 123. The Scientific Revolution.* The Scientific Revolution is taken as one of the formative episodes in modern civilization. The reading will focus on two aspects of that Revolution: (1) The change of world view brought about by the writings of Copernicus, Kepler, Galileo, Descartes and Newton; and; (2) The new popularity of science in the seventeenth century, the writings of Bacon and Descartes on scientific method, and the formation of scientific institutions in relation to society. No limit on enrollment. Miss Appel.

*History of Science 124. The Warfare of Science and Religion.* "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them."—Alfred North Whitehead. To aid in such a decision, this course will consider the varying relationships between science and religion from the time of Galileo to the present day, such as the conflict between Galileo and the Church, Newton's religious views, the eighteenth century rationalists in France, natural theology in nineteenth century England, Darwin and the fundamentalists, and recent writings on the place of faith in a technological society. No limit on enrollment. Miss Appel.

*History of Science 127. Ancient Science.* Early science and scientific speculation from the beginnings to around the end of the Alexandrian period. Topics will include: the origin of numbers, number symbolism, and the scientific significance of such monuments as Stonehenge; early science in the Far and Near East, including Chinese and Babylonian astrology, alchemy, and mathematical advances; the Greek scientific schools; and perhaps some consideration of Arab modifications of Greek scientific science. Open to freshmen; no enrollment limit envisioned. Mrs. George and Miss Gilbert. (Offered in alternate years; offered in 1972–73.)

*History of Science 221. Growth of Uncertainty in Science.* The historical development of relativity theory and quantum mechanics, with attention to the recent work in molecular biology as a new source of insecurity. The course will be non-technical when possible, but students must expect some mathematics to be discussed, even if technical competence is not required. In general, the ideas and their implications will be stressed, particularly with reference to impact on our contemporary philosophy; the way to these ideas will be through the history of their development. Open to freshmen with consent of the instructor; no enrollment limit envisioned. Mrs. George. (Offered in alternate years; offered 1972-73.)

*History of Science 222. Occult and Pseudo-Sciences.* This course is still in a formative stage; acting on the recommendations of the charter class from last fall, the program for this year will include: witchcraft as a socio-religious phenomenon and its relations to the ideas of science held in periods when witchcraft is prevalent; the pseudosciences of the seventeenth through nineteenth centuries, including physiognomy, iatrochemistry, "animal magnetism", phrenology and spiritism; ESP and other

developments in Psychic research in the 19th and 20th centuries. Emphasis will be on group projects to investigate particular forms both historically and in contemporary settings, with lectures and class reports serving to bring the material together. Open to freshmen with consent of instructor; no enrollment limit envisioned. Mrs. George. (Offered in alternate years; offered 1972-73.)

*History of Science 223. The Concept of Evolution Through Darwin.* This course examines a major scientific revolution, that of evolution of the species. It traces the background to Darwin's classic work of 1859 beginning with the opposing views of Lamarck and Cuvier, and then considering the roles played by natural theology, Lyell's geology, the voyage of the Beagle, and Malthus in the formulation of Darwin's theory. During the latter part of the course, we will deal with the scientific reaction to Darwin in England and Darwin's subsequent revisions of his work. Open to freshmen by permission of the instructor. No limit on enrollment. Miss Appel.

*History of Science 225. Science, Technology and Cities.* A historical inquiry into the role of science and technology in the modern city, this course will compare cities of antiquity, the early modern period and today. The basic question to be asked is, "Who uses what, and how?" Students will be encouraged to pursue individual projects on such themes as sanitation, public health, architecture, etc. Open to freshmen; no enrollment limit envisioned. Mrs. George. (Offered in alternate years; not offered 1972-73.)

*History of Science 226. The Social History of Science in the West since 1800.* This course will treat selected topics in the social history of modern science. Some issues that may be studied are the institutionalization and professionalization of science in France, England and Germany, the concept of the German university as the prototype for the modern university in the United States, the introduction of science into industry, the relations of science to government as illustrated by the Lysenko case and science in Nazi Germany, and the problem of the moral responsibility of science in the creation of the atomic bomb. As part of this course we will read Kuhn's *The Structure of Scientific Revolutions* and recent writings on the sociology of science. Open to freshmen by permission of the instructor. No limit on enrollment. Miss Appel.

*History of Science 312. Philosophy and Biology in the Age of the Enlightenment.* This course will examine the biological science of

the philosophes, and the relation of this science to the social and religious views of these men. With the advent of the French Revolution, new scientific institutions and a new professional science conflicted with those who still wished to seek the universal laws of nature in the manner of the eighteenth century philosophes. We will read the works of Maupertuis, La Mettrie, Diderot and Buffon as representatives of the philosophes, and the works of Lamarck, Cuvier and Geoffroy Saint-Hilaire to illustrate conflicting views of life science in the early nineteenth century. Open to freshmen and sophomores by permission of the instructor. No limit on enrollment. Miss Appel.

*History of Science 315. The Physician in Western Society.* The changing role of the physician from antiquity to the present day. The course begins with the physicians of Greece and Rome and then examines the changes in ancient theories and ideals during the Middle Ages and the Scientific Revolution. The creation of the modern institutions of medicine and the increasing role of science in medicine are considered, together with the progressive development of professional standards and social controls. The course will end with a discussion of the organization of modern American medicine and some of the social problems facing the medical community today. This course would be of special interest to pre-medical students. Open to freshmen and sophomores by permission of the instructor. No limit on enrollment. Miss Appel.

*History of Science 324. Computers in the Humanities.* Not a course in computing, but a survey of attitudes toward computers in our present society, and an attempt to work out standards for evaluation of computer-assisted projects in literature, art, music and other humanistic disciplines. Students will be encouraged to develop their own criteria for determining whether a computer is essential, helpful or downright harmful in a variety of situations. Open to freshmen with consent of instructor. No enrollment limit. Mrs. George. (Offered in alternate years; offered in 1972-73.)

*Philosophy of Science 141. Informal Logic.* Same as Philosophy 141. An introduction to the various uses and misuses of human reason. Methods of detecting and avoiding the most common errors in reasoning. Methods of traditional (non-symbolic) logic. Typical forms of argumentation in philosophy, law, debate, and the sciences. The role of language in human affairs. Evaluation will be based primarily on exercises in the practical application of the methods of the course. No limit on enrollment; not open to seniors. Mr. Morris.

*Philosophy of Science 142. Scientific Method.* Same as Philosophy 142. A general introduction to research methods in the physical and social sciences, and in the humanities. Analogy and probable inference. Methods of experimental inquiry. Explanations and causes. Hypothesis formation and testing. The role of probability and statistical methods. Evaluation is based primarily on exercises and projects in scientific method. Mr. Morris.

*Science 101. Science, Culture, and Creativity.*

Science is!

The Refuge of Dissent / An Establishment Pig

Creates / Destroys

A Corporate Entity / A Group of People

What is wrong with our society?

That science occupies an important place in our society would be clear if its importance were measured only in the amount of paper spent on its description and its attack and defense. Lord Snow accounts for the hostilities by suggesting that there are "two cultures" operating at counter purposes, while others deny the dichotomy. Why such diverse views of a single operation? Where are some of the critical interactions between science and society? Why does "it" have such poor public relations? This course is designed to explore these questions by looking at various aspects of the scientific enterprise. It will be seminar oriented and if enrollments exceed 15, it will be sectioned. Evaluations will be based on the quality of classroom participation, on written work including short essays and one major paper, and on a series of "evaluative conferences." Mr. Boggs.

*Science 151. Scientific Literacy.* A course designed primarily for non-science majors which will study critically the information, imagination and motivation of scientific articles written for the educated layman. Primary attention will be given to the editorials, commentary and topical articles appearing in the weekly periodical *Science;* supplementary reading will be selected from *American Scientist* and *Scientific American.* The chief purpose of the course is to examine the role of contemporary scientific journalism and of the scientist as publicist-advocate of technological approaches to current social and political problems. This course attempts to connect the sociological, political and religious attitudes in our society with contemporary developments in science, as well as examine the impact of current scientific activity on man's self-image, relationship to the environment and sense of life. Class discussion, oral and written reports and a major paper form the

basis for student evaluation. No prerequisite. No limit on enrollment. Mr. Putala.

*Science 491. Senior Seminar.* Mr. Boggs.

## Social Sciences Division

The Social Sciences Division provides specialized work in the major disciplines of the social sciences (Anthropology, Education, Government, Psychology) as well as more general courses with an interdisciplinary content and orientation. The interdisciplinary Senior Seminar, required for a concentration in the Division, emphasizes the integration of concepts, theory, and methods in the social sciences.

### *Concentration Requirements*

Students may concentrate in any one of the subject disciplines in the Division (Anthropology, Education, Government, Psychology, Sociology) or a combination of disciplines (a Divisional major) arranged in consultation with the Divisional chairman and the student's advisor. Under certain circumstances a concentration may be planned which includes fields from other Divisions, in which case a second faculty advisor will be selected with the approval of the chairman of the other Division.

A concentration in the Social Sciences Division shall consist of:

1. A minimum of six semester courses in the field of concentration.
2. Successful completion of the Senior Project and Senior Seminar.
3. Competence in the methodological techniques of the Social Sciences—i.e., statistics, or tests and measurements, or computer theory, etc. A maximum of two courses taken to meet this requirement may be counted as part of the concentration. (If pertinent to a student's major research interest, competence in a foreign language may be sufficient to satisfy this requirement.)

The particular courses to be used to satisfy the concentration requirements will be chosen by the student with the approval of her advisor or advisors. In each case the complete program will be designed to meet the needs, interests, and objectives of the

individual student. The responsibility for the detailed planning of the program rests with the student rather than her advisor.

## *Numbering of Courses*

*Except where otherwise indicated,* the Division's numbering of courses is intended to signify the following:

100's: Introduction in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Introductory, but somewhat higher expectations. Assumes one or two semesters in the field, or sufficient intellectual maturity and interest so that the students can compensate for lack of such preparation. Priority for admission: juniors, sophomores, others.

300's: Advanced in approach, assumes three or more semesters in the field or unusual intellectual maturity, ability and willingness to compensate by extra work for insufficient background. Intended primarily for juniors and seniors. Priority will be given to concentrators in the area according to class standing.

400's: Most advanced. Intended for seniors and juniors with at least five semesters in the field. Others by permission of the instructor only. Priority will be given to concentrators in the area according to class standing.

If you have any doubts as to the appropriate level for you, please consult your advisor, the instructor of the course which you would like to enter, or the Chairman of the Social Science Division.

UNLESS IT IS STATED OTHERWISE, CLASS ENROLLMENT IS LIMITED TO 20.

*Anthropology 111. Introduction to Physical Anthropology.* An introduction to the subject matter of physical anthropology —evolutionary theory, human evolution, human biology, and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of Neo-Darwinian evolution, then focuses upon human biological and cultural evolution. Evaluation will be based upon a series of short written projects. Open enrollment. Mr. Grayson.

*Anthropology 113. Cultural Anthropology.* An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. Evaluation will be based on three short papers and two quizzes. Limit: 25. Mr. Raybeck.

*Anthropology 221. Traditional Chinese Culture and Society.* Survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. The course will also briefly explore recent pressures toward modernization. Prerequisite: an introductory Anthropology course or consent of the instructor. Evaluation will be based on quizzes, and either an assigned research paper or a final essay examination—at the student's option. Limit: 30. Mr. Raybeck.

*Anthropology 224. Ethnology of Island Southeast Asia.* Peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite: Anthropology 113 (or Hamilton Anthropology 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. Mr. Raybeck. (Not offered 1972-73.)

*Anthropology 332. Social Interaction.* Emphasis is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. Limit: 24. Mr. Raybeck.

*Anthropology 333. Psychological Anthropology.* Emphasis is on social psychological problems in a cross-cultural context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: a social psychology course, or an introductory Anthropology

course, or permission of the instructor. Evaluation will be based on class participation, short papers and a research paper. Limit: 30. Mr. Raybeck.

*Anthropology 341. North American Indians.* An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups, and a basis for understanding current problems involving the Indian. Evaluation will be based upon a research paper, class participation, and one or two written examinations. Prerequisites: Introduction to Cultural Anthropology or Social Organization, or consent of the instructor. Limit: 30. Mr. Grayson.

*Anthropology 342. North American Prehistory.* An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of northeastern prehistory. Evaluation will be based upon class examinations and a research paper. Prerequisites: Introduction to Physical Anthropology and Archaeology and Introduction to Cultural Anthropology, or consent of the instructor. North American Indians is recommended but not required. Mr. Grayson.

*Anthropology 351. Prehistory of Northeastern North America.* The development of northeastern North American Indian cultures as revealed by archaeological techniques. In particular, the archaeology of New York State will be discussed in detail: the framework so derived will then be used to view the prehistory of related areas. If possible, field trips will be taken to the surrounding countryside to examine relevant archaeological sites. Prerequisites: Anthropology 113 and consent of the instructor. Recommended but not required are North American Indians and North American Prehistory. The course will be a limited enrollment seminar, with preference being given to those who have had all recommended courses. Evaluation will be based upon class participation, several small written projects, and a research paper. Limit: 15. Mr. Grayson.

*Anthropology 386. Evolutionary Theory and Population Genetics.* A detailed examination of the basic concepts of neo-

Darwinian and population genetics, built around concepts of genetic transmission, natural selection, and adaptation, with discussion of topics ranging from mimicry and polymorphism to modes of speciation and the origin of higher taxonomic categories. Evaluation will be based upon a series of short written papers and class participation. Prerequisites: Introductory Genetics or consent of the instructor. Mr. Grayson and Mr. Howard.

*Anthropology 442. Theory in Anthropology.* An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 and Hamilton Anthropology 35, or consent of the instructor. Evaluation will be based on class participation, student presentations, and a research paper. Open enrollment. Mr. Raybeck. (Not offered 1972–73.)

*Education 201. Topics in Education.* A study of a problem area of contemporary education. Not required for education concentrators. Readings, observations, participation, as applicable. Evaluation based on classwork, field work, and a product outcome to be negotiated. Topic for spring 1973: education for the "disadvantaged" learner—definitions, criticism, study, suggestion. Area schools will be used for observations. Ms. Hendricks.

*Education 304. Reading in the Elementary School.* An introduction to the teaching of reading. The class will consider language development, beginning reading problems, and developmental reading in terms of programs and materials available to the teacher. Students enrolled in this course must plan to devote one or two sessions a week to tutorial or small group work in a nearby public school. Evaluations will be based on reports, papers, and one major paper. Mr. Braam.

*Education 311-312. Methods and Materials in Elementary Education.* Analysis and development of materials, processes, and objectives for teaching and learning in the elementary school. Emphasis in the first semester will be on mathematics and science, in the second semester on language, social studies, and art. Evaluation is based on class participation, short papers, and a project involving planning, application, and evaluation of curricular materials. Students electing this course should keep at least one morning or afternoon free for work in the public schools. Prerequisite: Psych. 111. Ms. Hendricks.

*Education 401. Senior Seminar.* Analysis and development of problems in the teaching experience. Open only to seniors in the Education Semester. Ms. Hendricks.

*Education 405. Developmental and Individualized Reading.* Advanced techniques and materials in elementary reading instruction. Open only to seniors in the Education Semester or by permission of the instructor. Mr. Braam.

*Education 434-435. Practice Teaching.* Supervised classroom teaching in elementary school. Includes observation, conferences, and development of curriculum. Students electing 434-435 should also be enrolled for Education 401 and Education 405. Students electing this Education Semester option must plan to devote full time to it and may not elect any other course during this semester. Permission of instructor required. Ms. Hendricks.

*Government 112. Comparative Politics.* An introduction to the study of foreign political systems. The objective of the course is to (1) achieve a more realistic understanding of how foreign governments and politics function, and (2) study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making, and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. Same as Hamilton Government 12. Mr. Schneider.

*Government 116. American Political Process.* An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as: political culture, political behavior, the role of elites and social class. Given both semesters. Same as Hamilton Government 16. Open enrollment. Mr. Bacheller.

*Government 121. Metropolitan Problems.* An examination of some of the problems facing metropolitan areas. The course will concentrate on the characteristics of political structures in metropolitan areas which have contributed to their decay and some proposed solutions. Prerequisites: none. Priorities: random selection. Mr. Bacheller.

*Government 219. American State Politics.* This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation, and characteristics of state legislatures, executives, and judiciaries. This course is designed for students at

the sophomore level or above. Government 116 is required. Concentrators, sophomores, juniors have priority. Mr. Bacheller.

*Government 221. Public Opinion.* An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisites: Government 116. Priority: concentrators, seniors, juniors, etc. Mr. Bacheller.

*Government 228. Congress and the Presidency.* Congress and the Presidency as institutions that set national goals and policies. Emphasis on different models of national policy-making. Prerequisites: Government 116. Open enrollment. (This course will be open because it is required for those who wish to take the Washington Semester). Mr. Bacheller.

*Government 311. Contemporary Totalitarian Political Systems.* The purpose of this course is to clarify and interpret totalitarian rule as it has risen and flourished (or fallen) in the twentieth century. The work of the semester will begin with an evaluation of the most significant attempts to formulate a general theory of modern dictatorships, especially the efforts to differentiate totalitarianism from other forms of authoritarian rule. The focus will then shift to an intensive examination of the actual functioning of outstanding examples of twentieth century totalitarian systems, particularly the Soviet Union, Nazism and Fascism. Evaluation will be based on written and oral reports, class participation and a major research paper. Prerequisite: junior or senior standing, or consent of the instructor. Mr. Schneider.

*Psychology 111. Introduction to Child Development.* A survey course in the field of experimental child psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development, and thought processes in children. Evaluation will be based on class participation, projects with individual children, observation reports, and a paper. This course does not count as a laboratory requirement for psychology concentrators. Ms. DeMyer.

*Psychology 112. Introduction to Personality.* A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. Evaluation will be based on class participation, written assignments and/or individual conferences. Enrollment limited to 35. Mr. Begelman, Mr. Sherrod.

*Psychology 113. Humanistic Psychology* (formerly *The Human Condition*). Humanistic psychology is an empirical, but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why man thinks, feels, and acts the way he does. This course is primarily a discussion oriented study of some of the literature and research representing this approach. Evaluation will be based on written assignments and/or one examination. Enrollment limited to 25. Mr. Muilenberg.

*Psychology 114. Social Psychology.* A survey of the theoretical and empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person perception, conformity, attitudes, group processes, aggression, and the influence of personality on social behavior. Evaluation will be based on written assignments and papers. Limit: 35. Same as Hamilton Psychology 14. Mr. Sherrod, Mr. Finison.

*Psychology 213. Socially Relevant Issues in Child Development.* The Scientific data relating to a select number of social problems in children's development will be discussed. Among topics to be covered will be the development of prejudice in children, the influence of television, the effect of poverty on development, and different methods of child rearing. Evaluation will be based on class participation and papers. Enrollment limited to 25. Ms. DeMyer.

*Psychology 218. Environmental Psychology.* An examination of the effects of environment on behavior with attention to such topics as territoriality, spatial behavior, population density, environmental stress, environmental perception, institutional environments, and urban design. Enrollment limited to 25. Mr. Sherrod.

*Psychology 284. Personality and Social Development.* A general survey of two related areas. Major topics will include development of emotional attachment, aggressive behavior, mother-child interaction, conscience development, and identification. The emphasis will be on normal rather than abnormal development. Prerequisite: one psychology course other than Psychology 213. Enrollment limited to 25. Ms. DeMyer.

*Psychology 301. Psychology of Women.* A general introductory course, including such topics as women in relation to their bodies, development of sex differences, role conflicts, and an assessment of traditional and modern theories in the area. Prerequisite: one psychology course. Preference given to juniors and seniors. Enrollment limited to 25. Ms. DeMyer.

*Psychology 302. Self Concept and Social Interaction.* An examination of social and interpersonal determinants of self concept, with emphasis on the dual nature of the self as both subject and object and on the problems of self-awareness, self-presentation, and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Evaluation will be based on class participation and written assignments. Prerequisites: two psychology courses including at least one of the following: 111, 112, 113, 114. (Anthropology 332 may be substituted for a psychology course.) Enrollment limited to 25. Mr. Sherrod.

*Psychology 321. Psychopathology of Childhood.* A survey of abnormal developmental and emotional patterns in children with reference to such topics as mental retardation, psychoneurosis, psychosis, and learning disabilities. Reference will be made to diagnosis, treatment, theories of etiology, and relevant research. Evaluation will be based on class participation and assigned papers or projects. Prerequisite: two psychology courses including at least one of the following: 111, 112, 113, 114. Enrollment limited to 25. Mr. Scott.

*Psychology 322. Cognitive Development.* An exploration of the various aspects of cognitive development with emphasis on the development of attention, intelligence and its measurement, creativity, cognitive styles, and language development. Major theorists and experimental data will form the basis of the course material. Evaluation will be based on class participation, projects with individual children, and a paper. Prerequisite: two psychology courses including at least one of the following; 111, 112, 113, 114. Enrollment limited to 25. Ms. DeMyer.

*Psychology 324. Infant Development.* An exploration of the recent literature in the areas of infant perception and learning, motor development, and mother-child interaction. This course is designed to acquaint the student with the rapid changes in development occurring in infants. Evaluation will be based on class participation, observations of infants, and a paper. Prerequisite: two psychology courses including at least one of the following; 111, 112, 113, 114. Enrollment limited to 25. Ms. DeMyer.

*Psychology 334. Abnormal Psychology.* An exploration of empirical and conceptual problems arising over the treatment, classification, and explanation of the behavior disorders. Emphasis will be on a critical, rather than a descriptive, approach to psychopathology. Evaluation will be based on class participation and written assignments. Prerequisite: two psychology courses including at least one of the following; 111, 112, 113, 114. Enrollment limited to 25. Mr. Begelman.

*Psychology 337. Advanced Social Psychology.* A study of theoretical approaches and contemporary research in social psychology. Topics covered will include attribution theory, conflict resolution, status systems, helping behavior, attitude formation, or others, depending on student interest. Students will initiate and carry out empirical investigations. Three hours of lecture plus three hours of laboratory to be arranged. Offered in alternating years as Hamilton Psychology 37. Prerequisite: 114 and Hamilton Psychology 21 (which may be taken concurrently). Mr. Sherrod.

*Psychology 380. Field Study in Psychology.* Through involvement as a participant-observer in an appropriate field setting, the student will study intensively some psychological problem such as mental retardation, psychosis, speech pathology or cultural deprivation. Field work will be supplemented by extensive reading and regular conferences. Selection of a problem for study and the basis for evaluation will be individually determined. Prerequisite: two psychology courses including one of the following: 302, 321, 322, 324, 337. Enrollment limited to 15. Mr. Scott.

*Sociology 101. Introduction to Sociology.* The basic concepts of the discipline. *Section 01.* Examines the classic problem of the bases of social order in society. Some of the traditional social scientific solutions to this problem are examined, e.g., Freud's theory of the internalization of moral values. The Protestant Ethic is examined as a basis of consensus and conflict in American society, and problems of conflict in tribal societies and factories are also treated. The course concludes by examining the positive values of conflict in societies. Evaluation will be based on class participation and written exercises. Limited to 35 students. Mr. Broughton. *Section 02.* Sociological analysis. The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements which define the nature and uniqueness of a social level of analysis. Students will be expected to demonstrate prowess at conceptu-

alizing and analyzing social phenomena. Evaluation will be based on written assignments and class participation. Limited to 35 students. Mr. Sallett. *Section 03.* Analysis of social structure, processes of human interaction, and major social forces. Evaluation will include class participation, an independent paper and a final essay examination. Limited to 35. Mr. Shuster.

*Sociology 202. Social Institutions.* Analysis of major social institutions in human society. Specific attention focused on the functions which such institutions perform for individuals and society as a whole. Evaluation will include an independent paper and a mid-semester and final essay examination. Limit: 25. Mr. Gray.

*Sociology 204. The Family.* Institutional analysis of the function and processes of kinship structure. Cross-cultural, experimental and historical family forms. Consideration of intrafamily dynamics and key elements of family organization. Prerequisites: at least one semester course in social science. Evaluation will be class discussion, short research paper, final examination. Limit: 25. Mr. Shuster.

*Sociology 215. The Sociology of Small Groups.* This course is designed to explore the nature of human groups and their impact on individual members. Problems of conformity and over-conformity to group norms, compliance and over-compliance to group leaders, conflict and cooperation among group members, group solidarity, and effectiveness in achieving common goals will be discussed. The development of group myths, symbols, stereotypes, and scapegoats will also be explored. The course will draw on material from Sociology, Social-Psychology and the psychoanalytical tradition. Students will, however, be encouraged to apply these materials to groups described in literature or with which they have direct personal experience. Evaluations will be based on class performance and written exercises. At least one course in Sociology, Social Psychology or Anthropology is recommended, but not required. Limit: 35. Mr. Broughton.

*Sociology 216. The Sociology of Education.* This course focuses upon American educational institutions. Particular attention is paid to the meaning of equality of educational opportunity as myth and reality in American society including some of the political and social ramifications of attempts to maximize this ideal, e.g., busing. Determinants of educational achievement such as parental social class, I.Q., pupils' self-conceptions, teacher's expectations, peer group influences and quality of educational facilities are examined separately and in combination with one another. Case studies of educational reform and change in public

secondary education and private higher education are explored in conjunction with some of the contemporary neo-Marxist proposals for institutional change advanced by Ivan Illich and others. Evaluations will be based on class participation and written exercises. At least one course in Sociology, Education or Social Psychology is recommended, but not required. Mr. Broughton.

*Sociology 290. Class and Status in Industrial Society.* This course is concerned with the problem of analyzing social differentiation in industrial society. The course will focus on the argument between proponents of a neo-Marxist analysis who argue that social differentiation is a function of class and proponents of stratification theories who argue that social differentiation is a function of status. The first half of the course will examine the various theoretical arguments and the last half will concentrate on empirical studies. Students will be expected to develop and defend a position of their own choosing regarding the utility of class versus stratification theories. Evaluation will be based on written assignments and class participation. Prerequisite: Sociology 100, 101 or consent of the instructor. Limit: 30. Mr. Sallett.

*Sociology 291. Becoming Deviant.* This course examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling, power, groups as socializing agents and the contribution of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant behavior. Evaluation will be based on written assignments and class participation. Prerequisite: Sociology 100, 101 or consent of the instructor. Limit: 25. Mr. Sallett.

*Sociology 301. Sociological Theory and Research.* Concepts and techniques in sociological analysis. Incorporating theoretical formulations into empirical research design. Prerequisites: junior concentration in sociology. Open to others by permission of instructor. Evaluation: frequent short, specific assignments during semester, midterm examination, final design of individual research project. Open enrollment. Mr. Shuster.

*Sociology 302. Sociological Theory and Research.* An examination of contemporary approaches to the development of sociological knowledge, this course will cover the following topics:

methodology, concept formation, theoretical frames of reference, propositional inventories, and theory construction. Attention will also be given to some contemporary "theoretical debates" in sociology. Evaluations will be based on class participation and written exercises. Prerequisites: Introductory Sociology; also open to juniors and seniors concentrating in any social science. Open enrollment. Mr. Broughton.

*Sociology 307. The Sociology of Religion.* A sociological examination of religion as a ubiquitous component of human cultures and social structures. Nineteenth century theories of religion will be compared with some twentieth century formulations. Cross cultural and contemporary American materials will be examined. Evaluations will be based on class participation and written exercises. Not open to freshmen except by permission of the instructor. Mr. Broughton.

*Sociology 314. The Social Organization of Protest, Reform and Revolution.* This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Evaluation will be based on written assignments and class participation. Prerequisite: Sociology 100, 101 or consent of the instructor. Limit: 25. Mr. Sallett.

*Sociology 315. American Social Thought.* Examination of the major strands of American thought from Colonial to modern times. Evaluation will be based on an independent paper and a final essay examination. Mr. Gray. (Offered 1973–74.)

*Sociology 316. American Social Structure.* Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society examined, including its effects on American social character. Evaluation based on class participation, an independent term paper and a final essay examination. Mr. Gray.

*Sociology 322. Demography and Development.* Population growth, distribution, and composition. Sources of data and methods of analysis. Demographic impediments to economic and political development. Relationships between demographic and social structure in modernizing countries. Prerequisite: at least one course in social science. Evaluation based on class reports and short research paper, final examination on ability to perform sociodemographic analysis. Mr. Shuster.

*Sociology 325. Social Control.* An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance. Evaluation will be based on class participation, an independent term paper and a final essay examination. Limit: 25. Mr. Gray.

*Sociology 331. Urban Social Analysis.* Ecological, demographic, and geographic models of urban structure. Historical and crosscultural urban concepts. Work, residence, and life-style in community analysis. Planning and social policy. Special attention to transportation. Prerequisite: at least two courses in social science. Evaluation based on class discussions, research paper on individual topics, final examination. Mr. Shuster.

*Sociology 337. Sociology of the Absurd.* This course is a critical examination of an innovative approach to sociological analysis named by one of its proponents as "the sociology of the absurd." This approach, based on existentialism and phenomenology, proceeds from the assumption that social life is intrinsically meaningless, and asks how social order is possible. The sociology of the absurd approaches this question by conceiving of human beings as authors of their own actions, and emphasizes intersubjective consciousness, background meanings, choice and power. The first half of the course will focus on the theoretical literature, and the last half will concentrate on empirical studies. Students will be expected to demonstrate an understanding of fundamental theoretical propositions, assess the congruence between the theoretical and empirical literature and evaluate the strengths and weaknesses of this approach to sociological analysis. Evaluation will be based on written assignments and class participation. Prerequisite: Sociology 100, 101 or consent of the instructor. Limit: 30. Mr. Sallett.

*Sociology 340. Organization, Power and Alienation in Industrial Society.* The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the complex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and consequently, the person is rapidly losing the ability to control significant features of everyday existence. Evaluation will be based on written assignments and class

participation. Prerequisite: Sociology 100, 101 or consent of the instructor. Mr. Sallett.

*Social Science 401. Senior Seminar.* Investigation and integration of basic problems and concepts common to all social science disciplines. The course will focus on major social scientific issues from the perspective of several disciplines. While one faculty member of the Division will be present at all course meetings, additionally other social science faculty will participate on a rotating basis. Students will be encouraged to develop individual interests toward their Senior research project. Open enrollment. Staff.

## Non-Divisional Courses

*129. Discovery: A Student-Initiated, Student-Run Freshman Seminar. Discovery* is a forum for discussion; it is twenty people concerned about themselves both as individual students and as a learning group; people interested in exploring the academic opportunities Kirkland offers, committed to the college as a community and active in its governance.

Each student is expected to be a part of some committee related to Kirkland: either on the community governance, or LOBBY, *The Spectator,* the Chapel Board or the Crisis Center. Lists of suggested readings will be available. While few assignments will be given, it is hoped that the student will use her time to read, write, discuss, and get to know Kirkland. The two weekly seminars will be led by upperclass interns with assistance from sponsoring faculty members.

Open only to Kirkland freshmen. Enrollment limited to 20. Interns: Rebecca Eddy and Wendy Goodman. Faculty sponsors: Mrs. Friedensohn and Mrs. George.

*289. Creative Problem Solving: A Student-Initiated, Student-Taught Course.* Goals: learning creative problem solving techniques and applying them to solve personal and institutional problems. Students will read about creativity, work on problems in groups and individually, and attempt to live a creative life.

Each student will evaluate himself, his small group, and the course as a whole. Individual evaluations may include a journal, a set of questions created by Carl Rogers, and a psychological test measuring creative abilities.

Limited to ten students. Student leader: Dorothy Uraneck. Faculty sponsor: Mrs. Hendricks.

## Courses of Study at Hamilton College

FOR EACH COURSE the numbering indicates its general level, the semester in which it is to be offered in 1972–73, and whether it is a semester or year course.

Normally, courses numbered 11–19 are taken by freshmen; 21–29 by sophomores; 31 and above, by juniors and seniors. This is not, however, a rigid differentiation.

The semester in which a course is to be given in 1972–73 is indicated by the letter immediately following the course number: F, for fall semester, and S, for spring semester. F-S designates courses to be offered in both semesters.

A single number preceding a course description (e.g., 25) indicates that the course may be elected for a single semester. Most offerings are of this type. Two numbers separated by a hyphen (e.g., 11–12) indicate that normally the course will be elected throughout the year. For such courses a student may not enter the second semester without having taken the first.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, as for science laboratory courses, all courses meet for three 50-minute periods a week, or the equivalent, such as two 75-minute periods.

### AMERICAN STUDIES

A concentration in American Studies may be selected with the approval of a committee composed of Hamilton and Kirkland faculty members, which will supervise the program. The concentration consists of twelve semester courses comprising a program approved by the committee; the program will include American Studies 21, taken no later than the fall of the junior year, and American Studies 49 and 50.

21F. *Introduction to Theory and Method.* An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelation of ideas, institutions, and cultural forms in American life. (Same as Kirkland American Studies 211.) Open to sophomores. Mr. Hoffa (Kirkland).

49F. *Seminar in American Studies.* Application of the theories and methods of interdisciplinary study to selected problems in American life. Prerequisite, 21. (Same as Kirkland American Studies 491.) Mr. Locke (Kirkland).

50S. *Senior Project.* An independent project required of senior concentrators in American Studies. Faculty sponsors of this project will be chosen with the approval of the appropriate interdisciplinary faculty committee. Prerequisite, 49. (Same as Kirkland American Studies 500.) Mr. Hoffa (Kirkland).

## ANTHROPOLOGY

Messrs. G. Jones *(Chairman),* Price, Raybeck (Kirkland), and Grayson (Kirkland)

A concentration in Anthropology consists of Kirkland 111, 13 (or Kirkland 113), 35, 42, and four other semester courses.

13F-S. *Introduction to Cultural Anthropology.* Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant and complex contemporary societies. The Department.

23. *Mesoamerican Societies.* Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies: pre-Columbian foundations of Mesoamerican culture; post-Columbian processes of change. Prerequisite, 13. (Not offered 1972–73.)

25. *Caribbean Societies.* The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Several contemporary Caribbean societies will be examined in detail. Prerequisite, 13. Alternates with 23. (Not offered 1972–73).

27. *Indigenous Societies of South America.* An intensive, comparative study of several South American Indian societies, ranging in area from the Amazonian rain forest to the Argentinian pampas and the Peruvian Andes. Comparisons will also be drawn between the theoretical orientations of the ethnographers concerned. Prerequisite, 13. (Not offered 1972–73).

31. *Culture Change.* A broad approach to the study of dynamic process in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. (Not offered 1972–73).

34S. *Belief Systems.* An anthropological perspective on religion, mythology, magic, and morals. Emphasis will be placed on the formal structure of belief systems, as well as on their function as

means for the integration of society and the structuring of the conceptual universe. Prerequisite, 13. Mr. Price.

35S. *Social Organization.* An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Open to Juniors. Prerequisite, 13. Mr. Jones.

37F. *Introduction to Linguistics.* A survey of the theories and techniques of descriptive linguistics, including phonology, morphology, and syntax. Emphasis on transcription and analytical skill will supplement discussion of the relative merits of competing theories of language. Mr. Price.

38S. *Language in Culture and Society.* A consideration of language as a cultural system and an investigation of the relationship between linguistic and social variables. Ethnoscience, componential analysis of kinship terminology, language and world view, semantics and grammar, social dialectology, bilingualism and biculturalism. Prerequisites, 13 and 37. Mr. Price.

42S. *Theory in Anthropology.* An analysis of various conceptual approaches to anthropological method and theory. Prerequisites, 13 and 35. Mr. Jones.

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Kirkland Anthropology 111F. *Introduction to Physical Anthropology.* An introduction to the subject matter of physical anthropology, evolutionary theory, human evolution, human biology, and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of Neo-Darwinian evolution, then focuses upon human biological and cultural evolution. Evaluation will be based upon a series of short written projects. Mr. Grayson.

Kirkland Anthropology 113F. *Cultural Anthropology.* An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. Evaluation will be based on three short papers and two quizzes. Mr. Raybeck.

## ART

Messrs. Penney and Carter *(Chairman)*

A concentration in Art consists of eight semester courses including 11, 12, and four semester courses in the history of art above the introductory level.

11F, 12S. *Painting, Drawing, and Sculpture.* Lectures and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Mr. Penney.

21F, 22S. *Advanced Painting and Drawing.* Figure, landscape, and still life painting and drawing in various media. Special projects assigned. Nine studio hours a week. Students to supply their own materials. Prerequisites, 11 and 12. Mr. Penney.

23F. *Introduction to the History of Art.* The role of works of art in the intellectual history of Western Man. An introduction to the historical method of analysis, interpretation, and evaluation. Mr. Carter.

31F. *The Italian Renaissance.* The stylistic development of architecture, painting, and sculpture in Italy during the fifteenth and sixteenth centuries. Mr. Carter.

32S. *Studies in Renaissance Art.* The relation of theology, philosophy, and mythology to the visual arts of the Renaissance. In so far as possible, original sources in translation will be read and discussed. Mr. Carter.

33–34. *European Baroque Art.* First semester, the art of Italy and Spain from 1600 to 1750; second semester, the art of Northern and Central Europe during the same period. 34 may not be taken as a separate course. (Not offered 1972–73.)

35F–36S. *Modern Architecture, 1750 to the Present.* First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. Mr. Carter.

38. *Islamic Art.* A survey of the visual arts produced in the Islamic world, beginning with the Near and Middle Eastern origins, proceeding through the eastern and western diffusion, and concluding with the Ottoman Empire. (Not offered 1972–73).

## BIOLOGY

Messrs. Gerold, J. Ellis, Chiquoine *(Chairman)*, McManus, and Erickson

A concentration in Biology consists of eight semester courses in Biology, four semester courses in Chemistry, and Physics 11, 12 or 13, 14. A course of study taken at a field station and approved by the Department may be used as one semester course toward the concentration requirement.

11F. *General Biology.* The structure and function of cells; biochemical respiration; photosynthesis; heredity; development; and the genetic mechanisms of evolution. A knowledge of secondary school biology and chemistry, or the equivalent, is assumed. Three class periods and one laboratory period per week. Independent laboratory work is assigned. Mr. Ellis and staff.

12S. *General Biology.* A study of life at and above the level of the organism. Emphasis is on the variety of life; the functions and adaptations of organisms; homeostasis; ecological relationships; and evolutionary history. Three class periods and one laboratory period a week. Independent laboratory work is assigned. Prerequisite, 11. Mr. McManus and staff.

27S. *Genetics.* The general principles and techniques of heredity and their bearing on reproduction, the determination of sex, variations, disease, and evolution. Both plants and animals are considered. Three class periods and three hours of laboratory a week. Individual laboratory problems, to be carried on outside of the regular laboratory period, and reports on special topics will be assigned. Prerequisites, 11, 12. Mr. Ellis.

28F. *Vertebrate Organization.* A study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization is emphasized. Three class periods and three hours of laboratory a week. Prerequisites, 11, 12. Mr. Chiquoine.

29F. *Microbiology.* A study of the major groups of micro-organisms stressing the biological principles as applied to these groups. The relationship between structure and function in micro-organisms and the relationship of microbial cells to higher organisms will be considered. Three class periods and three hours of laboratory per week. Prerequisites, 11, 12. Mr. Erickson.

31F. *Physiology.* A study of the fundamental problems of general physiology and the functions of the organ systems of animals. Two class periods and four hours of laboratory a week. Prerequisites, 28 and Chemistry 12 or 16. Mr. Gerold.

33S. *Embryology.* A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods are primarily concerned with contemporary problems in developmental biology. Three class periods and three hours of laboratory a week. Prerequisite, 28. Mr. Chiquoine.

34S. *Cells and Tissues.* An analysis of the structure, function and composition of mammalian cells and tissues. The laboratory exercises include microtechnique and cell and tissue identification. Two class periods and four hours of laboratory a week. Prerequisites, 11, 12. Mr. Gerold.

37F. *General Ecology.* An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises a week. An individual ecological problem is investigated throughout the term as a part of the laboratory assignment. Prerequisites, 11, 12. Mr. McManus.

38S. *Biochemistry.* The chemistry of biologically important compounds. The major biochemical pathways are discussed in terms of reaction mechanisms, energy production and utilization. Three class periods and three hours of laboratory a week. Prerequisites, 11, 12, and Chemistry 23–24. Mr. Erickson.

## CHEMISTRY

Messrs. Yourtee, Denney *(Chairman),* Cratty, Kinnel, and Boggs (Kirkland)

A concentration in Chemistry consists of 11 or 15, 16, 23–24, 33–34, and two semester courses chosen from 37, 38, 41, or 42. Certain courses in physics and mathematics are prerequisites for Chemistry 33.

11F. *General Chemistry.* An introductory study of fundamental concepts and principles of chemistry together with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three class periods and three hours of laboratory a week. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S. *General Chemistry.* A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three class periods and three hours of laboratory a week. Prerequisite, 11 or 15. Mr. Yourtee.

15F. *Chemical Principles.* A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three class periods and three hours of laboratory a week. Credit not allowed for both 11 and 15. Prerequisite, consent of the Department. Mr. Cratty.

16S. *Introductory Physical Chemistry.* An introduction to thermodynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physiochemical principles in quantitative analysis. Three class periods and three hours of laboratory a week. Prerequisite, 15 or 12, or 11 and consent of the instructor. Mr. Cratty.

23F–24S. *Organic Chemistry.* The extension of chemical principles to the chemistry of carbon compounds, with examples from aliphatic and aromatic chemistry. Three class periods and four hours of laboratory a week. Prerequisite, 12 or 16. Messrs. Kinnel and Boggs.

33F–34S. *Physical Chemistry.* A study of the laws governing the behavior of physiochemical systems and the theories and models proposed to explain them. Three class periods and three hours of laboratory a week. Prerequisites, 16, Physics 11–12 or 13–14, Mathematics 21–22 or a B— or higher in Mathematics 14 or 21 and consent of the instructor. Mr. Denney.

33a–34a. Same course as 33–34 but without the laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F. *Chemistry of Natural Products.* An investigation of the chemistry of various natural products, including antibiotics, terpenes and alkaloids, from the standpoint of structure proof. The laboratory involves the systematic identification of organic compounds. Three class hours and three laboratory hours a week. Prerequisite, 23–24. Messrs. Kinnel and Boggs.

37a. Same course as 37 but without the laboratory. Not acceptable for a concentration in chemistry. Messrs. Kinnel and Boggs.

38S. *Physical Organic Chemistry.* An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory entails advanced organic synthetic methods. Two class hours and four laboratory hours a week. Prerequisites, 23–24 and 16. Mr. Boggs.

41F. *Chemical Instrumentation.* A study of the principles of instrumentation and their application to the characterization of chemical systems. Two class hours and four hours of laboratory a week. Prerequisite, 33–34. Mr. Denney.

42S. *Inorganic Chemistry.* A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of the properties of selected compounds. Three class hours and three hours of laboratory a week. Prerequisite, 33–34. 34 may be taken concurrently. Mr. Cratty.

42a. Same course as 42 but without the laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

## CINEMA

Mr. Moraud

11S. *Introduction to Cinema Art.* Study of important films; lectures and discussions; special projects in film-making.

## CLASSICAL LANGUAGES

Messrs. Mattingly and Cunningham (*Chairman*).

### GREEK

A concentration in Greek consists of eight semester courses as approved by the Department.

11S–12F. *Elementary Greek.* Thorough grounding in grammatical forms and syntax. Written and oral exercises, leading to the translation of easy passages from Plato and Herodotus. Mr. Cunningham.

21F–22S. *Intermediate Greek.* Selections from the Orators, including Lysias, Andocides. Some of the dialogues of Lucian. Introduction to the history of Greek literature and its continuing influence. Prerequisite, 11–12 or its equivalent. Mr. Cunningham.

31–32. *Greek Drama.* Study of one tragedy each by Aeschylus, Sophocles and Euripides, and one comedy by Aristophanes. Reading of other plays in translation, and comparison with modern dramatists' handling of classical themes. Prerequisite, 21–22. (Offered every third year; next offered 1974–75).

33F–34S. *Greek History and Epic.* Readings in the *Iliad* and *Odyssey.* Studies in the problems of oral tradition and the transmission of Epic poetry. Selections from the historians, Herodotus, Thucydides or other later writers. Prerequisite, 21–22. Mr. Cunningham.

35–36. *Greek Philosophic Literature.* Readings in Plato and Aristotle: *Timaeus* and selections from the *Nicomachaen Ethics.* Also readings in later Greek philosophy with emphasis on the history of philosophy. Prerequisite, 21–22. (Offered every third year; next offered 1973–74.)

## LATIN

A concentration in Latin consists of eight semester courses as approved by the Department.

11F–12S. *Elementary Latin.* First semester: forms; syntax; translation of simple sentences; emphasis upon oral comprehension of the sentence structure and systematic mastery of vocabulary. Second semester: reading in such prose authors as Sallust, Virgil, Seneca; emphasis upon the student's comprehension of connected prose. Mr. Mattingly.

21F–22S. *Readings in Latin Prose Writers.* First semester: emphasis upon comprehension of the sentence and the mastery of vocabulary; the rendering into English prose of such writers as Horace, Ovid, Juvenal, Propertius. Second semester: continuation of the work of the preceding semester with some study of rhetorical theory and more attention to the historical background of the authors read. Prerequisite, 11–12 or satisfactory secondary school preparation. Mr. Mattingly.

31–32. *Latin Prose and Poetry: Satire, Epigram, and the Historians of the Silver Age.* Translation, study of metrical forms, reading in secondary sources. Prerequisite, 21–22 or the instructor's consent. Alternates with 33–34. (Not offered 1972–73).

33F–34S. *Latin Prose and Poetry: Lyric, Elegiac, Epic, and Apuleius.* Translation, study of metrical forms, ancient literary criticism. Prerequisite, 21–22 or instructor's consent. Alternates with 31–32. Mr. Mattingly.

ANCIENT CIVILIZATION

11F. *The Ancient Historians and Their Theories of History.* Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature, and science, and the problem of fact and interpretation. Alternates with 13. Mr. Cunningham.

12S. *Greek History.* The origins of Western Civilizations from their beginnings in the prehistoric period of Greek history through the Alexandrian Age and the early contacts with Rome. Alternates with 14. Mr. Cunningham.

13. *Roman History.* A survey of the development of the Roman State from its origin as a diminutive Etruscan dependency to the dissolution of its empire through the barbarian incursions. Chief attention on the late Republican and early imperial periods. Alternates with 11. (Not offered 1972–73).

14. *Problems in Roman Imperial History.* Topics including the role of the army in the state, questions of provincial administration, municipal life and religious-philosophical developments. Alternates with 12. (Not offered 1972–73).

25–26. *Platonism and Aristotelianism in the Graeco-Roman World and the Early Middle Ages.* Plato's and Aristotle's careers as scientists, social theorists, and educators will be studied in terms of translated selections from their writings. Their importance as the formulators of patterns of thought which dominated European culture for many centuries will be brought into focus and illustrated in translated selections from the writings of those who continued or propagated their teaching. (Not offered 1972–73).

29–30. *Religious Philosophies and Philosophic Religions of the Ancient World.* Lectures and discussions; readings and assigned papers; material covered includes Pythagoreanism, the Bacchic cults in Greece and Rome, Stoicism, Epicureanism, Scepticism, neo-Platonism, Gnostic emanation theory, *sympatheia* as the philosophical basis of magic, Aristotelian physics as the ground of mediaeval cosmology. (Not offered 1972–73.)

41F–42S. *The Great Chain of Being.* A survey of the crystallization of the idea of reality as a graded system of distinct levels of being stretching from a transcendent originative principle

to a principle of pure receptivity. A critical and detailed study of the reasons for which this conception came to be rejected in the seventeenth and eighteenth centuries, especially by philosophers of the empiricist tradition and later, in the twentieth century, by the Phenomenologists and Existentialists. An examination of the logical structure of existentialist theory conceived as an alternative to "the Great Chain of Being." Prerequisite, at least one elementary course in philosophy or logic. In exceptional cases, persons lacking this prerequisite may be admitted for sufficient reason. Mr. Mattingly.

## ECONOMICS

Messrs. Wertimer *(Chairman),* Carovano, Butler, Snead, and D. C. Jones.

A concentration in Economics consists of 11, 21, 31, 32 and four other semester courses.

11F-S. *Introduction to Economics.* An introductory discussion of the economic problems faced by a society and the means by which they may be solved, with emphasis upon the American economic system. The Department.

21F. *Applied Statistics.* An introductory discussion of statistical techniques used in the analysis of business and economic data. Topics covered include descriptive statistics, probability, statistical inference, regression and correlation, index numbers, and analysis of time series data. Laboratory work. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Butler.

23F. *Accounting.* An elementary study of how the financial records of a business firm are usefully classified, analyzed, and interpreted. Emphasis is placed on the theory and function of accounting with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24S. *Corporation Finance.* Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. Mr. Wertimer.

25F. *Industrial Organization and Public Control of Business.* The structure, conduct and performance of American industry;

the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 11 or consent of the instructor. Mr. Butler.

26S. *Industrial Relations.* A study of social and economic problems centering on American labor and the employer-employee relationship; collective bargaining; the labor market; wage theory and public policy; labor relations legislation; a brief history of unionism; the role of trade unionism in a democracy. Prerequisite, 11 or consent of the instructor. Mr. Butler.

27F. *Comparative Economic Systems.* Comparisons between market and planned systems. The Soviet Union, Yugoslavia, the writings of Marx and Mao Tse-tung. Special topics on the Chinese economy. Prerequisite, 11. Mr. Snead.

31F. *Macroeconomic Theory.* National income accounting, the theory of income determination, the requirements for sustained economic growth, business cycle theory. Prerequisite, 11. Mr. Jones.

32S. *Microeconomic Theory.* Applications of supply and demand analysis, theory of consumer behavior, theory of the firm, market structure, theory of resource pricing and allocation. Prerequisite, 11. Mr. Snead.

33F. *International Economics.* The theoretical basis of international trade, tariffs, exchange rates and the relationship between trade and the national economy. International monetary problems and the mechanisms of adjustment. United States trade policy. Customs unions. Prerequisite, 11. Mr. Snead.

34S. *Economic Development.* Transformations of the economic structure which affect the long-term growth rate of national income. The properties of a few growth models will be calculated and then applied to specific countries and regions of the students' interest. Particular attention will be given to Asian economic performance. Prerequisite, 11. Mr. Jones.

35F. *Money and Banking.* The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 11. Mr. Wertimer.

36S. *Public Finance.* A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 11. Mr. Carovano.

37. *Economic Analysis of Urban Areas.* Economic theories of location, land use, and communication; the formation of urban clusters and the allocation of resources within them. The allocation of public goods and problems of externalities; the history of cities and their role in regional economic development. Prerequisite, 11. (Not offered 1972–73).

38S. *The Chinese Economy.* Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid, communes, current themes and models, some writings by Mao Tse-tung. Prerequisite, 27. Mr. Snead.

41. *Seminar in Economics.* Discussion of contemporary developments in economics. Prerequisite, 11. (Not offered 1972–73).

42S. *History of Economic Thought.* A review of economic theory from the time of the early Greeks to the present. Prerequisite, 11. Mr. Wertimer.

44S. *Methods of Quantitative Research.* A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisites, 11 and 21. Mr. Jones.

## EDUCATION

Mr. Hunt *(Chairman)* and Miss Howlett.

21F, 22S. *Foundations of Education.* First semester: *Historical, Philosophical.* Second semester: *Sociological, Comparative.* An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F. *Educational Psychology.* The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Pre-

requisite, 21 or 22 or the consent of the instructor. Offered both semesters. Mr. Hunt.

32S. *Special Methods.* Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Practice given in course, unit, and lesson-planning. Discussion of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one semester course in Education or consent of the instructor. Offered both semesters; must be taken concurrently with Education 33–34 if that course is elected. Mr. Hunt.

33F–34S. *Secondary School Methods and Materials; Observation and Student Teaching.* A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for five weeks at the beginning of the semester to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, conferences with the instructor, the supervising and cooperating teachers, and other student teachers. Seminars during the remainder of the semester to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Offered both semesters; enrollment limited. Education 33 and 34 are taken concurrently and must also be taken concurrently with Education 32. Prerequisite, one semester course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Miss Howlett.

## ENGLISH

Messrs. Nesbitt, Lindley *(Chairman)*, Barrett, Briggs, Marki, Wagner, Roth, O'Neill, Kaufmann, and Rigsbee.

A concentration in English consists of eight semester courses in English and American literature including three courses in literature before 1800, one of which must be 21, and 50.

11F, 12S. *Introductory College English.* The practice of writing; themes and conferences. Instruction in writing, largely individual. Readings in selected masterpieces. Not open to second semester sophomores and above. 11 also offered spring semester if enrollment warrants. The Department.

21F-S. *Introduction to English Literature.* Study and analysis of selected works of major authors from the beginnings to 1800. Prerequisite, 11 with a grade of C minus, or its equivalent. The Department.

22F-S. *Poetry and the Novel since 1800.* Study and analysis of major works of representative poets and novelists of the nineteenth and twentieth centuries. Prerequisite, 21. Not open to seniors. Mr. Lindley.

23F. *The "Gothic" Tradition in English and American Literature.* "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 21. Not open to seniors. Mr. Briggs.

24. *Comedy.* The reading of selected masterpieces in drama, prose fiction, and poetry with the aim of understanding the comic view of life and developing a theory of comic form and style. Prerequisite, 21. (Not offered 1972–73).

25F. *Restoration and Eighteenth Century Drama.* Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 21. Mr. Wagner.

26S. *Introduction to the Reading of Poetic Texts.* The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (metre, rhyme, stanza, etc.); exercises in explication. Prerequisite, 21. Mr. Marki.

27. *Old English.* An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 21. (Not offered 1972–73.)

28S. *Chaucer.* Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 21. Mr. Kaufmann.

29F. *Middle English Poetry.* A study of late medieval English poetry from 1300 to 1500, including *Sir Gawain and the Green Knight, The Pearl, Piers Plowman, Kingis Quaire, The Testament of Cresseid,* and others. Prerequisite, 21. Mr. Kaufmann.

30S. *Milton.* An intensive study of *Paradise Lost,* the early poetry, and selected prose of John Milton, with reference to the seventeenth century tensions that shape his work. Prerequisite, 21. Open to sophomores. Mr. Roth.

31F. *Nineteenth Century American Literature.* The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 21. Open to sophomores. Mr. Wagner.

32S. *Twentieth Century American Literature.* Readings in poetry and fiction written primarily during the first half of the century. Special attention is paid to works by James, Hemingway, Faulkner, Dickinson, Pound, Frost, and Stevens. Prerequisite, 21. Open to sophomores. Mr. Marki.

33F. *The Early Renaissance.* A survey of developments in the main currents of sixteenth century poetry and prose; emphasis on the poetry of Spenser and Sidney. Prerequisite, 21. Open to sophomores. Mr. Roth.

34S. *The Late Renaissance.* A survey of the most important works in poetry and prose of the seventeenth century prior to 1660. Major emphasis on the works of Donne, Jonson, Herbert, Herrick, Marvell, and Sir Thomas Browne. Prerequisite, 21. Open to sophomores. Mr. Roth.

35F. *English Literature: 1660–1744.* A study of major works in prose, verse, and drama of the Restoration and early eighteenth century, with emphasis on the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 21. Open to sophomores. Mr. O'Neill.

36S. *English Literature: 1744–1800.* The awakening of a new sensibility in English literature. Dr. Johnson and his circle. The eighteenth century novel. Prerequisite, 21. Open to sophomores. Mr. O'Neill.

37F–38S. *Nineteenth Century Literature.* Study of works representative of the thought and literary art of major nineteenth century writers, particularly Jane Austen, Wordsworth, Shelley, Carlyle, Dickens, Browning, Arnold, and George Eliot. Prerequisite, 21. 38 may not be taken as a separate course. Open to sophomores.

39F–40S. *Modern British Literature.* Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Shaw, Yeats, Conrad, Joyce, Lawrence, and T. S. Eliot. Prerequisite, 21. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F. *Expository Writing.* The theory of exposition; constant practice in writing clear and logical expository prose. Study of

selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 15 each. Open to juniors. Messrs. Nesbitt and Briggs.

42S. *The Writing of Fiction.* Stories and plays by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. Mr. O'Neill.

43F–44S. *Elizabethan and Jacobean Drama.* Readings in English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 21. 44 may not be taken as a separate course. Enrollment limited to 60. Open to juniors. Mr. Barrett.

45F. *Studies in American Authors.* In 1972–73, the study of Melville and Whitman. In 1973–74, the study of William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Thomas Wolfe). Prerequisite, 21. Open to sophomores. Mr. Marki.

46S. *Studies in American Drama, Fiction, and Poetry.* In 1972–73, an historical survey of American drama with emphasis upon O'Neill, Tennessee Williams, Miller, and Albee. In 1973–74, readings in twentieth century American poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. Prerequisite, 21. Open to sophomores. Mr. Wagner.

48S. *The Writing of Poetry.* Poetic forms to be studied and imitated. Poems by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. Mr. Rigsbee.

50S. *Senior Program.* A course in the critical appraisal of major authors, principally through independent reading and writing. A long essay required. Individual and group consultation. Prerequisite, 21. Open only to seniors concentrating in English. Mr. Barrett.

## ENVIRONMENTAL STUDIES

Messrs. Donahue, Potter, McManus, and Parker.

12S. *Earth Resources.* An introductory course on the geologic occurrence and origin of the world's major sources of metals, non-metals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of

consumption, and exhaustibility. Laboratory exercises and mine trips. Offered in the spring semester, in alternate years. Mr. Parker.

29F. *Man and His Environment.* A consideration of the ecological problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Two class periods and one hour of discussion a week. Open to sophomores. Mr. McManus.

30S. *The Biology of Reproduction.* A comprehensive study of animal reproduction with later emphasis on the socio-biologic aspects of human reproduction as related to contemporary problems. Open to juniors. Not open to biology concentrators. Mr. Donahue.

## FRENCH

See ROMANCE LANGUAGES

## GEOLOGY

Messrs. Hawley *(Chairman),* Potter, and Parker.

A concentration in Geology consists of 11, 12, 50, and seven other semester courses. With the permission of the Department, the student may substitute no more than two semester courses from the following: Physics, Chemistry, Mathematics, Biology.

11F. *Physical Geology.* An introduction to geological processes in preparation for study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise each week. All-day field trip. Mr. Hawley.

12S. *Historical Geology.* The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution are emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises a week. All-day field trip. Prerequisite, 11. Mr. Hawley.

21F. *Geomorphology.* The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional processes, and to climate. The principles will be illustrated by topographic map and airphoto interpretation of areas from the various physiographic provinces of North America. Three class periods and three hours of laboratory or field

study each week, with one extended field trip. Prerequisite, 11. Mr. Parker.

23F–24S. *Structural and Field Geology.* A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three class periods and three hours of laboratory or field exercises each week, plus at least two weekend field trips. Prerequisites, 11, 12. Mr. Hawley.

25F–26S. *Mineralogy and Optical Mineralogy.* Introduction to crystallography, crystal chemistry, optical mineralogy, and genesis of minerals. Identification of minerals by physical, spectrochemical, X-ray diffraction, and polarizing microscope techniques. Three class periods and three hours of laboratory a week. Four field trips. Previous or concurrent election of Chemistry 11–12 recommended. Mr. Parker.

28. *Glacial Geology.* Theories of glacial climates, origin and movement of glaciers, glacial erosion and deposition. Three class periods and three hours of laboratory or field study each week. Prerequisite, 11. (Not offered 1972–73.)

31–32. *Petrology.* Chemistry, mineralogy, and genesis of rocks in the light of experimental data and field relations. First semester, igneous rocks. Second semester, metamorphic and sedimentary rocks. Three class periods and three hours of laboratory each week. Several field trips. Prerequisite, 25–26, or 11 and the consent of the instructor. (Not offered 1972–73.)

33–34. *Advanced Historical Geology.* A study of invertebrate paleontology and the principles of stratigraphy. Autumn: description, interpretation, and correlation of sedimentary rocks. Winter: classification, evolution, and history of invertebrate fossils. Spring: regional interpretation of geologic history based upon sedimentary rocks and their fossils. Three class periods and three hours of laboratory or field exercises each week. One weekend field trip each semester. Prerequisites, 11, 12. (Not offered 1972–73.)

50S. *Senior Program.* Study and group discussion of current and recent geological literature to focus attention on major problems and recent developments related to the history, structure, and composition of the earth. Topics normally included are the internal constitution of the earth, gravity, and isostasy, the origin of the earth, the floors of the ocean, paleomagnetism, continental drift and sea floor spreading. Prerequisites, 11–12 and either 23–24 or 31–32, or the consent of the Department. The Department.

## GERMAN

Messrs. Liedke, Browning, and Colby *(Chairman).*

A concentration in German consists of eight semesters in courses numbered 13 or higher, two of which must be 21 and 50.

11F. *German for Beginners.* Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class a week and laboratory work. Messrs. Liedke and Colby.

12S. *German for Beginners.* Further work in grammar and syntax. Continued practice in understanding, speaking, reading and writing. Four hours of class a week and laboratory work. Messrs. Liedke and Colby.

13F-S. *Intermediate German.* Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class a week and laboratory work. Prerequisite, 12. Mr. Browning.

15F. *Practice in Translation.* Group exercises on passages selected from various fields; individual projects chosen by students. Prerequisite, 13. Mr. Liedke.

21F. *Introduction to Literature.* Reading of representative prose works, mainly *Novellen,* and lyrical poetry of the nineteenth and twentieth centuries. Analyses and discussion of texts in German, oral and written. Prerequisite, 13. Mr. Browning.

23F, 24S. *Conversation and Composition.* Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. Mr. Liedke.

31. *The German* Novelle. Study of the German *Novelle* from its eighteenth century beginnings to the present. Prerequisite, 13. (Not offered 1972–73.)

32. *The German Drama of the Nineteenth and Twentieth Centuries.* Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. (Not offered 1972–73.)

33. *German Poetry.* Critical study and interpretation of German poetry. Prerequisite, 21. (Not offered 1972–73.)

34S. *The German* Lied. Study of texts and musical settings of German *Volkslieder* and *Kunstlieder.* Critical analysis of musical setting as interpretation of poetry. Ability to read music recommended but not required. Prerequisite, 13. Mr. Colby.

40. *German Romanticism.* Study of the origins, literary expression and impact of the Romantic Movement in Germany. Prerequisite, 21. (Not offered 1972–73.)

41. *Goethe.* Reading from Goethe's works with particular attention to *Faust, Werther* and *Die Wahlverwandtschaften* and lyrical poetry. Prerequisite, 21. (Not offered 1972–73.)

42S. *German Modernists.* Lectures and discussions on selected works by Nietzsche, Rilke, Kafka, Hesse and Thomas Mann. Critical study of standard translations. Prerequisite, 21. The Department.

50S. *Senior Program.* Study primarily through independent reading of major trends of German criticism and literature. Regular short reports in German. Final essay in German required. Open only to seniors concentrating in German. Mr. Browning.

## GERMAN LITERATURE IN TRANSLATION

16S. *Trends in German Literature.* Selected prose and poetry in translation representative of leading ideological trends in German writing from the 13th to the 19th century. Mr. Browning.

## GOVERNMENT

Messrs. Rockwell, Richardson *(Chairman),* Lewis, Suttmeier, Rosenbloom, and Bullard.

A concentration in Government consists of eight semester courses, of which six must be at the 20-level or higher, including 29, which must be completed by the end of the junior year.

12F. *Comparative Politics.* Introduction to the major concepts and approaches in the comparative study of governments and politics. Basic concepts such as power, decision-making, interest groups, political culture and political development are discussed in the context of an examination of selected Western and non-Western political systems. Mr. Bullard.

14F-S. *International Relations.* Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; policies and conflicts of the Great Powers; regional organizations. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

16F-S. *The American Political Process.* Introduction to American national institutions: the Congress, the Presidency, the

Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. Messrs. Bullard and Rosenbloom.

18F. *Political Theory.* Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Rockwell.

20S. *Recent Political Theory.* Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

21. *The Politics of Developing Nations.* Break-up of traditional political systems; comparative colonial policies. Anti-colonial and nationalist revolts. Issues of political modernization: nation-building, single party systems, role of the new elites, guerilla warfare, rapid economic and social change. Prerequisite, two semester courses in Economics, Government or History. (Not offered 1972-73.)

22S. *Politics in Latin America.* Colonial legacies. Analysis of political culture, nationalism, political development and decay, revolution. The roles of the Church, ruling elites, political parties and the military. Impact of the United States and the problems of intervention. Emphasis on Argentina, Brazil, Chile, Mexico, and Cuba. Prerequisite, two semester courses in Economics, Government, or History. Mr. Bullard.

23S. *American Parties and Politics.* Creation, organization and operation of political parties in the American system. Emphasis on current problems of party structure, reform, and finance. Field research on state or local parties. Prerequisite, 16 or consent of the instructor. Mr. Rosenbloom.

24. *International Organizations.* Development, structure, and function of international organizations within the context of international politics. Historical development since the 19th century. The League of Nations. The United Nations with emphasis on peaceful settlement, sanctions, disarmament, decolonization, economic development and international law. Regional organizations and integration. Prerequisite, 14 or consent of instructor. (Not offered 1972-73.)

25F. *The Legal Order and the Administration of Justice.* Development and characteristics of Western legal systems, focusing mainly on the Common Law as a subsystem of the political system. The judicial process within this context. Mr. Rockwell.

26. *Asian Politics.* Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisites, 12 or consent of the instructor. (Not offered 1972–73.)

27F. *International Law.* Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two semester courses in Economics, Government or History. Mr. Richardson.

28S. *Congress and the Presidency.* Congress and the Presidency as institutions that set national goals and policies. Emphasis on different models of national policy-making. Prerequisite, 16 or consent of the instructor. Mr. Rosenbloom.

29F-S. *Introduction to the Scope and Methods of Political Science.* Introduction to the philosophical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite, two semester courses in Government. Mr. Lewis.

31F. *Bureaucracy and Public Policy.* Study of American governmental organization with particular emphasis on budgetary processes, decision-making and functional specialization. Prerequisite, 16. Mr. Lewis.

32S. *American Foreign Policy.* Constitutional basis for foreign policy. The decision-making processes, application and evaluation of foreign policy. Emphasis on the roles played by the President, Departments of State and Defense, Foreign Service, and Congress. Analysis of selected issues in cultural and information policies, arms control, alliance systems, economic aid programs and intelligence. Open to sophomores. Prerequisite, two semester courses in Government Economics, or History. Mr. Bullard.

33F. *American Constitutional Development.* Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

34S. *The Constitution and Individual Rights.* Recent constitutional interpretation by the Supreme Court in the realm of

civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the proper role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

35F-36S. *Politics in Urban Areas.* A seminar concerned with the structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other semester course in Government. Mr. Lewis.

37. *The Electoral Process.* Examination of how politicians run for office. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization are also considered. Prerequisite, 16 or consent of the instructor. (Not offered 1972-73.)

42. *The Politics of Sub-Sahara Africa.* Area study based on individual research. Emphasis on colonial regimes, *négritude,* African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U.N. interests in Africa. Open to juniors. (Not offered 1972-73.)

45. *Chinese Politics.* Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, 26 or consent of the instructor. (Not offered 1972–73.)

48. *The Politics of Communities.* A study of political power, parties and interest groups at the local level. Prerequisite, 16. (Not offered 1972–73.)

49S. *Honors Seminar.* Individual study of a theme or issue of particular concern to political scientists, chosen by the Department in consultation with the students. Guest lecturers, student presentations, and research papers. Topics from various perspectives of the discipline. Required for departmental Honors; open only to senior concentrators. Mr. Richardson.

*Semester in Washington.* Director, Mr. Rosenbloom.

## GREEK

See CLASSICAL LANGUAGES

## HISTORY

Messrs. D. Ellis *(Chairman)*, Lee, Kurtz, Millar, Traer, and Haltzel.

A concentration in History consists of eight semester courses, including 49 and 50.

10F. *Modern Europe, 1648 to the Present.* A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Mr. Traer.

11S. *France in Modern Times.* The development of French history, society, and culture from 1815 to the present. Mr. Traer.

12F. *Kievan, Muscovite, and Early Imperial Russia.* Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Haltzel.

13S. *Imperial and Soviet Russia.* Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Haltzel.

14F. *The Civilizations of South and East Asia.* South and East Asia before the impact of the West; the historical traditions of India, China, and Japan. Mr. Lee.

15S. *South and East Asia in the Modern World.* The Western impact on South and East Asia; the reactions of India, China, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

16. *American, Colonial and Early National History (to 1815).* A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. (Not offered 1972-73.)

17S. *American Diplomatic History.* A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs.

18S. *American Economic and Social History.* A survey of American economic and social development, with an emphasis on economic change and its social consequences. Mr. Ellis.

19F. *Recent American History.* A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Ellis.

20F. *Europe in the Age of the French Revolution and Napoleon.* A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

21S. *Nineteenth Century European Social History.* Analyses of such factors as demographic change, urbanization, industrialization, institutional development, patterns of class organization, and social mobility in nineteenth century Europe. Open to sophomores. Mr. Traer.

22F. *Cultural History of Russia.* A survey of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 13. Mr. Haltzel.

23S. *Nazi Germany.* A study of Hitler's rise to power and the Nazi dictatorship from 1933 to 1945, using political, economic, biographical, and sociological techniques of analysis. Open to sophomores. Mr. Haltzel.

24. *The Black Man in America.* A survey of the relationship between black and white society in America, from colonial times to the present. Open to sophomores. (Not offered 1972–73.)

25. *Seminar on the Black Man in America.* Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 24. (Not offered 1972–73.)

26. *Seminar in American Colonial History.* Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 16. (Not offered 1972–73.)

27. *Seminar in American Diplomatic History.* Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. (Not offered 1972–73.)

28F. *Seminar in American Economic and Social History.* Selected problems in American economic and social history. Prerequisite, 18. Mr. Ellis.

29S. *Seminar in Recent American History.* A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 19. Mr. Ellis.

30. *Seminar on France in Modern Times.* Problems of political instability, economic development, cultural achievement, and

social conflict in nineteenth and twentieth century France. A reading knowledge of French is desirable. Prerequisite, 10 or 11. (Not offered 1972-73.)

33. *Selected Topics on the Russian Revolution.* An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. (Not offered 1972–73.)

34F. *Modern Japan.* The modernization of Japan and its subsequent domestic and international development. Prerequisite, 14. Mr. Lee.

35S. *Modern China.* Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 15. Mr. Lee.

36S. *Seminar in American Early National History.* Selected problems in early national history, with an emphasis on constitutional and intellectual developments. Prerequisite, 16. Mr. Kurtz.

38S. *New York State.* The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. Mr. Ellis.

39. *Urban America.* The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. (Not offered 1972-73.)

41S. *Selected Topics on the French Revolution and the Napoleonic Era.* An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language is desirable. Prerequisite, 20. Mr. Traer.

42F. *Seminar in Russian History.* The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the post-Stalin period. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. Mr. Haltzel.

44S. *Modern India.* The consolidation of British control and subsequent developments in such areas as literature, religion, and

politics; the establishment and early years of India and Pakistan. Prerequisite, 15. Mr. Lee.

49F. *Historiography.* The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50S. *Senior Program.* A project required of senior concentrators in History, resulting in a thesis supervised by a member of the department. Open only to seniors concentrating in History. The Department.

## LATIN

See CLASSICAL LANGUAGES

## MATHEMATICS

Messrs. Ogilvy *(Chairman),* Anderson, Atwood, Pritchett, and Smallen.

A concentration in Mathematics consists of 13-14, 21, 22, 31, 32, 33, 41-42 and at least one other semester course, chosen from among Physics 21-22 and the other mathematics offerings. With the permission of the Department, a student may make a substitution for 32 or for 42, but not ordinarily for both.

13F-14S. *Calculus and Analytic Geometry.* Introduction to the differential and integral calculus with topics from analytic geometry. The Department.

21F. *Calculus and Linear Algebra.* Continuation of the study of differential and integral calculus; an introduction to linear algebra; matrices and determinants, vector spaces and linear transformations, linear systems. Prerequisite, 13-14. Messrs. Ogilvy and Smallen.

22S. *Differential Equations.* A first course in the solution of elementary ordinary differential equations; first order methods, and linear equations of higher order with emphasis on series methods. Prerequisite, 21. Messrs. Ogilvy and Smallen.

23F. *Probability and Statistics.* A first course in probability and statistics; random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 13-14. Mr. Smallen.

26. *Higher Geometry.* Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean

geometry studied by non-traditional methods. Prerequisite, 13-14. Offered in alternate years. (Not offered 1972-73.)

31F. *Advanced Calculus and Applied Mathematics.* Selected topics from classical analysis including partial differentiation, series in more than one variable, operational methods, orthogonal functions and special functions of particular interest to physical scientists. Prerequisite, 22. Mr. Ogilvy.

32S. *Complex Variables.* An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31. Mr. Ogilvy.

33F. *Modern Algebra.* A study of algebraic structure; systems with one and two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 21. Mr. Anderson.

34S. *Numerical Analysis.* Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations. Applicability of procedures to computer usage will be considered throughout the course. Prerequisite, 22, and the non-credit two week course in the use of the College's computing facilities or the equivalent. Mr. Smallen.

36F. *Number Theory.* Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. Mr. Pritchett.

38S. *Advanced Linear and Abstract Algebra.* An extension of the material introduced in 21 and 33; the theory of matrices, eigenvalues and eigenvectors, transformations and their groups, further topics from group theory. Prerequisite, 33. Mr. Pritchett.

41F-42S. *Introduction to Functions of a Real Variable and Topology.* The study of such topics as a continuity and convergence in metric spaces, measure theory, Lebesgue integration, function spaces, and introductory topology. Prerequisite, 32 or the consent of the Department. Mr. Atwood.

45F. *Seminar.* Offered occasionally with topics selected according to the individual needs of those electing the course. Prerequisite, 33 and the consent of the Department. The Department.

## MUSIC

Messrs. Bonta *(Chairman),* and Fankhauser, Mmes. Jones and Pilgrim, Messrs. Flaver and Best.

A concentration in Music consists of eight courses in music numbered 13 or higher, including two semester courses in music history and four semester courses in music theory, and four semesters of work in piano. A student demonstrating sufficient proficiency in piano may substitute four semesters of work in another instrument or in voice.

11F-12S. *Introduction to Music.* The study of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear-training, and sightsinging. No previous knowledge of music is required. Mr. Bonta.

13F-14S. *Solo or Ensemble Performance I.* The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two semesters will be equivalent to a one-semester course. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S. *Group Performance.* The study of music through performance, either in the College Choir, the Brass Choir, or the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four semesters will be equivalent to a one-semester course. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

17F-18S. *Rhythm.* The study of rhythm as structure and organic process, with emphasis on the way rhythm both organizes, and is itself organized by, all the elements which create and shape musical processes. Intensive work in aural comprehension and in reproducing various levels of temporal organization. Prerequisite, Music 11-12, or a knowledge of musical notation. Mr. Fankhauser.

21-22. *Theory I.* An introduction to the basic elements of tonal harmony by means of ear training, keyboard work, analysis, and written exercises. Prerequisite, 11-12. (Not offered 1972-73. Kirkland Music 131-132 will be available.)

23F-24S. *Solo or Ensemble Performance II.* A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25. *Medieval and Renaissance Music.* A study of the history and literature of Western music to 1600, including selected works by major composers from Leonin to Byrd. Prerequisite, 11-12 or Kirkland Music 131-132. (Not offered 1972-73.)

26. *Music of the Baroque.* A study of the history and literature of Western music from 1580 to 1750, including selected works by major composers from Monteverdi to Bach. Prerequisite, 11–12 or Kirkland Music 131–132. (Not offered 1972.)

27F. *Music of the Classic and Romantic Periods.* A study of the history and literature of Western music from 1720 to 1900, including selected works by major composers from Gluck to Mahler. Prerequisite, 11–12 or Kirkland Music 131–132. Mr. Bonta.

28S. *Contemporary Music.* A study of the history and literature of Western music from 1875 to the present, including selected works by major composers from Moussorgsky on. Prerequisite, 11–12 or Kirkland Music 131–132. Mr. Bonta.

31-32. *Theory II.* Further study of the elements of tonal harmony. Eighteenth century contrapuntal practices are studied in the second semester. Prerequisite, 21-22. (Not offered 1972-73. Kirkland Music 231-232 will be available.)

33F-34S. *Solo or Ensemble Performance III.* A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance. The Department.

41-42. *Theory III.* Intensive analysis of musical works from various historical periods. There will be some work in composition. Prerequisite, 31–32. (Not offered 1972–73. Kirkland Music 331–332 will be available.)

43F-44S. *Solo or Ensemble Performance IV.* A continuation of Music 33-34. Prerequisite, 33-34 and the consent of the Department. The Department.

## PHILOSOPHY

Messrs. Blackwood *(Chairman),* Simon, Bowie, Bourdillon, Mrs. Ring, and Mrs. Morris (Kirkland).

A concentration in Philosophy consists of 21-22, 23, and five semester courses, one of which must be 34 or Kirkland Philosophy 329.

11F. *Introduction to Philosophy.* A study of some of the fundamental questions in metaphysics, epistemology, and ethics. The Department.

21F-22S. *The History of Western Philosophy.* A study of the philosophical classics of Western civilization. Consideration of the most important contributions of outstanding thinkers from early Greek times to the present. Open to sophomores. The Department.

23F. *Symbolic Logic.* A study of the methods, techniques, and results of formal logic. Open to sophomores. Mrs. Ring.

28. *Aesthetics.* Philosophical analysis of the nature of art, with particular attention given to the marks of appropriate aesthetic response. (Not offered 1972–73.)

30S. *Metaphysical Problems.* Intensive study of two or three major issues in metaphysics. Prerequisite, one semester course in Philosophy. Mr. Bourdillon.

31F. *Islamic Thought.* The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32S. *Hindu and Buddhist Thought.* The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33. *Philosophy of the Social Sciences.* An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, motivation, and objectivity. Open to sophomores. (Not offered 1972-73.)

34F. *Contemporary Analytic Philosophy.* A consideration of the important developments in twentieth century Anglo-American philosophy. Prerequisite, 22 or the consent of the instructor. Mr. Bourdillon.

35. *Philosophy of Natural Science.* A study of the philosophical presuppositions of natural science and the logic of scientific explanation. Open to sophomores. (Not offered 1972-73.)

36S. *Chinese Religion and Thought.* A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries; Christian missions; the rise of Communism. Emphasis will be upon the intensive reading of selected texts. Prerequisite, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Religion 36.) Mr. Williams.

37S. *Meta-ethical Theory.* An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two semester courses in Philosophy. Mr. Bowie.

38S. *Philosophy of Law.* Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Bowie.

39. *Political and Social Philosophy.* A study of recent analyses of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. Prerequisite, one semester course in Philosophy. (Not offered 1972–73.)

41. *Philosophy of Religion.* Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Religion 41.) (Not offered 1972-73.)

42. *Advanced Topics.* For 1972–73, a critical analysis of the philosophic position of Objective Idealism. Prerequisite, two semester courses in Philosophy. Mr. Blackwood.

43. *Distributive Justice.* Intensive consideration of the utilitarian, egalitarian, and socialist theories of distributive justice, with a view to the formulation of new theories. A background in Economics or Government is desirable. Prerequisite, one semester course in Philosophy. (Not offered 1972–73.)

44S. *Berkeley and Reid.* A comparative study of the writings of George Berkeley and Thomas Reid. Prerequisite, 22. Mr. Bourdillon.

## PHYSICS

Messrs. Cameron, Ring *(Chairman),* Pearle, Millet, and Huff.

A concentration in Physics consists of 13-14 (or 11-12), 21-22, 23, 24, 35, and 36.

11F-12S. *Principles of Physics.* An introduction to the principles of physics including mechanics, electricity and magnetism, quantum physics and the special theory of relativity. Open to freshmen and others who expect to take only one course in college physics. Three class hours and three laboratory hours a week. Mr. Cameron.

13F-14S. *Principles of Physics.* Essentially the same topics as 11-12 but with calculus. Primarily for students who expect to major in science. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three class hours and three laboratory hours a week. Messrs. Ring and Huff.

15F. *The Physicist's View of Nature.* The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Three class hours a week. Mr. Pearle.

16S. *Introduction to Astronomy.* An introduction to the earth-moon system, the solar system, stellar population, the sun as a typical star, stellar evolution, galaxies, and cosmology. Three class hours a week. Mr. Millet.

21F-22S. *Mechanics and Mathematical Physics.* Principles of classical mechanics, including dynamics of particles and particle systems, the two body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14, or Mathematics 13-14 and Physics 11-12. Three class hours a week. Mr. Millet.

23F. *Electronics.* An introduction to linear circuit analysis in conjunction with laboratory work in circuits, devices and instruments. Includes such topics as AC circuit theory, complex

numbers, vacuum tubes, semi-conductors, transistors, oscillators and amplifiers. One of the purposes is to prepare students to use electronic equipment, notably oscilloscopes, in experimental work. Prerequisites, 13-14, or Mathematics 13-14 and Physics 11-12. Three class hours and three laboratory hours a week. Mr. Pearle.

24S. *Electricity and Magnetism.* The empirical laws of Gauss, Faraday, and Ampere studied in conjunction with special relativity and conservation laws. Derivation of Maxwell's equations in differential and vector form. Application to dielectric and magnetic materials. Includes such topics as vector analysis, electrostatic potentials, Laplace's equation, Ohm's law, vector potential, displacement current, dipole moments, and ferromagnetism. The devices and techniques of 23 are used to study electron trajectories in electric and magnetic fields as well as the properties of dielectric and magnetic materials. Prerequisite, 23. Three class hours and three laboratory hours a week. Mr. Pearle.

31. *Electrodynamics.* Fields and Maxwell's equations; electromagnetic wave propagation; boundary value problems; retarded potentials; wave guides; connections with special relativity theory through tensor treatment. Prerequisites, 21-22 and 24. Three class hours a week. (Not offered 1972-73.)

33F. *Physical Optics.* The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours a week. Mr. Millet.

35F. *Atomic Physics.* Atomic phenomena and the underlying theory, quantum mechanics, with emphasis on the theory as it relates to experimental observation. Includes such topics as the photoelectric effect, Compton scattering, atomic spectra, the uncertainty principle, the square-well problem, the harmonic oscillator, angular momentum and the hydrogen atom. Experiments include photoelectric effect, electron scattering in gases and X-ray diffraction from crystals. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours a week. Mr. Ring.

36S. *Nuclear Physics and Elementary Particles.* Principal properties of the atomic nucleus analyzed by applying quantum mechanics to simplified nuclear models. Introductory group theory, conservation laws, and current theories of elementary particles. Includes such topics as scattering theory, the Weizacker semi-empirical mass formula, the shell model, the optical model

and the eight-fold way. Experimental equipment includes a neutron generator, a bubble-chamber scanning table, crystal and surface barrier detectors, coincidence circuits, and counting devices. Prerequisite, 35. Three class hours and three laboratory hours a week. Mr. Huff.

39F. *Thermal Physics.* Principles of statistical mechanics; kinetic theory of gases; statistical treatment of ensembles of particles, Maxwell-Boltzmann velocity distribution; entropy, work, heat and thermodynamic laws; thermodynamic potentials; applications to various physical systems. Prerequisite, 21-22. Three class hours a week. (Same as Chemistry 33a.)

40S. *Quantum Mechanics.* A formal development of the basic theory and applications to physical systems. Exact and approximate methods of solution of eigenvalue problems and scattering problems. Selected topics such as invariance and conservation laws, angular momentum, harmonic oscillator, Bose-Einstein and Fermi-Dirac statistics, quantum field theory, time independent and time dependent perturbation theory, interaction of charges with the electromagnetic field, Lippmann-Schwinger scattering equation, S-matrix and dispersion approaches to scattering. Prerequisites, 39 (or Chemistry 33) and 35. Three class hours a week. Mr. Pearle.

## PSYCHOLOGY

Messrs. Gescheider *(Chairman),* Finison, Vaughan, Muilenberg (Kirkland), Miss DeMyer (Kirkland), and Messrs. Sherrod (Kirkland) and Begelman (Kirkland).

A concentration in Psychology consists of 15 or 16; 14 (Kirkland 114), Kirkland 111, 112, or 113; 21; two advanced laboratory courses and three other semesters of Psychology.

14S. *Social Psychology.* Study of the theoretical and empirical literatures dealing with problems of human social behavior. (Same as Kirkland Psychology 114). Messrs. Finison and Sherrod.

15F. *Experimental Psychology: Learning and Motivation.* An investigation of basic processes of learning, memory and motivation, with emphasis on experimental methodology. Three hours of lecture and three hours of laboratory. Mr. Vaughan.

16S. *Experimental Psychology: Perception and Cognition.* An investigation of experimental research on human perception and cognition with emphasis on problems of experimental design, measurement and data analysis. Three hours of lecture and three hours of laboratory. Mr. Gescheider.

21F. *Principles of Statistical Analysis.* A study of elementary measurement theory, statistics used in describing distributions, a brief introduction to probability as related to problems of sampling, parameter estimation, hypothesis testing, correlation and regression, and the design and analysis of experiments. Laboratory work. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Finison.

22. *Research Methods in Psychology.* A study of research methods employed in contemporary psychology, with examples primarily from social psychology. Topics in laboratory methods and field methods; in particular, experimental design and attitude scaling. Three hours of lecture and three hours of laboratory. Prerequisite, 21. (Not offered 1972-73).

26S. *Frankfurt Social Psychology: Freud and Marx.* Critical analysis of the "Frankfurt School," principally the views of Fromm, Adorno, and Marcuse. Prerequisite, 14 (Kirkland Psychology 114) and either Kirkland Psychology 112 or 113 or permission of instructor. Alternates with 22. Mr. Finison.

27. *Conditioning and Learning.* A study of the basic principles of Pavlovian conditioning, instrumental learning, and attentional processes in learning. Emphasis on animal experimentation. Three hours of lecture and discussion, and three hours of laboratory. Prerequisite, 15. (Not offered 1972–73.)

28S. *Physiological Psychology.* The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory and learning. Three hours of lecture and three hours of laboratory. Prerequisite, 15 or 16. Mr. Vaughan.

35F. *Perception and Psychophysics.* A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of lecture and three hours of laboratory. Prerequisite, 16. Mr. Gescheider.

36S. *Cognitive Psychology.* A study of the processes by which the sensory input to the organism is transformed, reduced, elaborated, stored, recovered, and used. Three hours of lecture and three hours of laboratory. Prerequisite, 15 or 16. Mr. Gescheider.

37. *Advanced Social Psychology.* A study of theoretical approaches and contemporary research in social psychology. Topics in attribution theory, conflict resolution, status systems, helping behavior, and attitude formation, depending on student interest. Students to initiate and carry out empirical investigations.

Three hours of lecture and three hours of laboratory. Prerequisite, 14 (Kirkland Psychology 114) and 21, which may be taken concurrently. (Not offered 1972-73, Kirkland Psychology 337 will be available.)

38S. *Human Learning and Retention.* A study of human learning: retention and forgetting, transfer of training, concept formation, and language acquisition. Prerequisite, 15 or 16. Alternates with 44. Mr. Vaughan.

41F. *Special Topics in Experimental Psychology.* For 1972–73 an investigation of altered states of consciousness with special consideration of the neurological and psychological properties of hypnosis, meditation, dreaming, biofeedback and drug experiences. Prerequisite, 15 or 16. Mr. Gescheider.

43F. *Historical and Theoretical Foundations of Contemporary Psychology.* Historical and current psychological problems with particular reference to the history and philosophy of science. Prerequisite, 14 (Kirkland Psychology 114), 15, or 16. Mr. Finison.

44. *Behavior Theory.* A survey of contemporary behavior theories and their underlying methodologies. Evaluation of behaviorists, ethologists and cognitive theorists. Prerequisite, 14 (Kirkland Psychology 114), 15, or 16. (Not offered 1972-73.)

## RELIGION

Messrs. Williams *(Chairman),* Endy, Tibbetts, and Mrs. Williams

A concentration in Religion consists of eight semester courses of which three must be chosen from 11, 12, 14, 21, or Kirkland History 201.

11F. *Introduction to the Study of Religion.* An analysis of the nature and expression of religion as manifested in various cultures, past and present. Particular attention will be paid to man's relation to time as expressed in rites of passage, seasonal festivals, views of history, and meditational disciplines such as Yoga and Zen. Mr. Williams.

12S. *Gods and Myths of Modern Man.* An introduction to the study of Western religion through an analysis of the Judaeo-Christian religion and its traditional place in European society and culture, the secularization process in Western history, developments in religious thought since the Enlightenment, and the rise of certain myths and ideologies of scientific humanism, nationalism, Communism, and racism that provide alternative world-views to that of the Judaeo-Christian tradition. Mr. Endy.

14S. *The Religion of Ancient Israel.* An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention will be paid to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Mr. Williams.

21F. *The Origins of Christianity.* A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Mr. Endy.

26S. *Music as an Expression of Religion.* An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Enrollment limited to 12. Mrs. Williams.

31F. *Islamic Thought.* The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32S. *Hindu and Buddhist Thought.* The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

33F. *Religion in American History.* A study of religious life and thought in America with emphasis on the relationship between religion and major developments in American history and on the religious self-understanding of the American people. Prerequisite, a semester course in religion or American history or consent of the instructor. Mr. Endy.

34S. *Religion, the State, and Violence.* A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Prerequisite, a semester course in religion or consent of the instructor. Mr. Endy.

36S. *Chinese Religion and Thought.* A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its

history in China; the impact of Chinese religion upon neighboring countries; Christian missions; the rise of Communism. Emphasis will be upon the intensive reading of selected texts. Prerequisites, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Philosophy 36.) Mr. Williams.

37F. *Christian Ethics.* An analysis of literature concerning selected contemporary social issues. Guidelines for the development of an ethical system founded upon religious conviction will be presented, discussed and debated. Prerequisite, a semester course in Religion or consent of the instructor. Mr. Tibbetts.

38S. *Major Cults and Sects in America.* An analysis of the social foundations, the history, and the beliefs of various religious groups which have diverged from the mainstream of orthodox Protestantism and Catholicism. Particular attention will be devoted to Mormonism, Seventh Day Adventism, Jehovah's Witnesses, and Christian Science. Prerequisite, a semester course in religion or American history, or consent of instructor. Mr. Tibbetts.

41. *Philosophy of Religion.* Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Philosophy 41.) (Not offered 1972-73.)

42S. *Religion in Contemporary America.* A study of selected developments in American religious thought and life since 1950. Emphasis on the relationship between religion and American culture and society. Both theological and sociological perspectives included. Prerequisite, a semester course in religion or American History, or consent of the instructor. Mr. Endy.

43. *The Attack Upon and Defense of Christendom in the 19th Century.* An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two semester courses in Religion, or Philosophy 21-22, or consent of the instructor. Alternates with 44. (Not offered 1972-73.)

44F. *European Religious Thought in the 20th Century.* An intensive study of selected works by such thinkers as Barth, Buber, Berdyaev, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two semester courses in Religion, or the consent of the instructor. Alternates with 43. Mr. Williams.

Kirkland History 201F. *The Evolution of Christian Thought.* The growth and development of Christian doctrines and ideas from the earliest history of the church to the Reformation. Major topics include the thought of the primitive church and the Fathers, the Ecumenical Councils and the rise of heresies, and the development of medieval scholasticism. Mr. Miller.

## ROMANCE LANGUAGES

### FRENCH

Messrs. Moraud *(Chairman),* Hamlin, Davis, Cholakian, Scherry, and Mrs. Cholakian.

A concentration in French consists of eight semester courses numbered 13 or higher, one of which must be 50.

11F. *First Semester French.* A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four hours of class a week and laboratory work. Mr. Scherry.

12F-S. *Second Semester French.* Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Four hours of class a week and laboratory work. Mrs. Cholakian.

13F-S. *Third Semester French.* Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four hours of class a week and laboratory work. Prerequisite, 12. Messrs. Hamlin and Scherry, and Mrs. Cholakian.

15S. *Spoken French.* Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five hours of class a week and laboratory work. Class limited to 15 students. Prerequisite, 13 and permission of the instructor. Mr. Moraud.

20F-S. *Advanced French.* Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Messrs. Moraud and Scherry.

21F-S. *Introduction to French Literature.* Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Messrs. Hamlin and Cholakian, and Mrs. Cholakian.

25F. *Contemporary France.* Attitudes, customs, social structure and institutions in present-day France. Special attention given to problems in education, rural life, politics, and the "consumer society." Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Scherry.

30F. *Introduction to French Classicism.* Study and analysis of important texts of the 17th century. Introduction to French versification and to literary terms. Written and oral reports and *explications de textes.* Recommended for students who wish to do further work in French literature. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Cholakian.

31S. *The Age of Enlightenment.* Study and analysis of 18th century writers. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

32F. *Nineteenth Century French Novel.* Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

33S. *Twentieth Century French Prose.* Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Scherry.

34F. *French Poetry from 1850 to the Present.* Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes.* Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

35. *Contemporary French Theater.* The history of the French stage in the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972-73.)

38S. *French Cinema.* A course dealing with the history of French cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

39S. *Advanced Composition and Oral Practice.* A practical course, conducted entirely in French, with emphasis on the oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 20-level course or consent of the Department. Mr. Cholakian.

40S. *Medieval French Literature.* Brief introduction to Old French; reading selections from important authors. Discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. Mr. Cholakian.

41. *The Renaissance.* Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Not offered 1972-73.)

42F. *French Classical Theater.* Study and analysis of the French classical theaters of the 17th century. Lectures, discussions, written and oral reports. Prerequisite, any 30-level course or consent of the Department. (Not offered 1972–73.)

44. *French Romanticism.* Emphasis on poetry and drama. Lectures, discussions, outside reading, and written reports. Conducted in French. Prerequisite, any 30-level course or consent of the Department. (Not offered 1972-73.)

50S. *Senior Program.* A discussion of topics which will synthesize the study of French literature. Open to seniors other than those concentrating in French only with the consent of the instructor. Mr. Moraud.

*Junior Year in France.* Director, Mr. Davis.

## SPANISH

Messrs. Tato and Medina.

A concentration in Spanish consists of eight semesters in courses numbered 13 or higher, one of which must be 50.

11F. *First Semester Spanish.* Thorough grounding in listening comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class a week and laboratory work. Mr. Medina.

12F-S. *Second Semester Spanish.* Further work in listening comprehension, speaking, reading and writing. Four hours of class a week and laboratory work. Prerequisite, 11. Mr. Tato.

13F-S. *Third Semester Spanish.* Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four hours of class a week and laboratory work. Prerequisite, 12. Mr. Medina.

21S. *Introduction to Spanish Literature.* Lectures, study and analysis of the outstanding works and authors from the Middle Ages to the twentieth century. Outside reading and writing assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23F. *Advanced Spanish.* A course designed for students who wish to acquire a better command of the language and skill in translating. Written as well as oral exercises. Laboratory work. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Tato.

24S. *Spanish-American Civilization.* The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Tato.

25F. *Spanish Civilization.* A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

26. *Introduction to Spanish-American Literature.* A panoramic view of the development of Spanish-American Literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or permission of Department. (Not offered 1972-73.)

30. *Spanish Theater of the Golden Age.* Study of important Spanish dramatists of the Golden Age, with reference to the poets of the periods. Lectures, discussions, outside reading and written reports. Three hours of class a week. Taught entirely in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972-73.)

31. *Golden Age Prose.* Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972-73.)

33. *Romanticism.* Study of Romantic drama, poetry, and prose, including Larra, the Duque de Rivas, Zorrilla, Béquer, and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972–73.)

35S. *The Realistic Novel.* Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

36. *The Generations of 1898 and 1927.* The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends, and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972-73.)

38. *Spanish-American Literature to End of the 19th Century.* The development of Spanish-American Literature from its origin through the end of the 19th century. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1972-73.)

43. *Medieval and Renaissance Literature.* Study and analysis of some major literary works of the Middle Ages and the Renaissance. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1972-73.)

46F. *Contemporary Spanish-American Literature.* Spanish-American Literature from the end of the 19th century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American Literature. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. Mr. Tato.

48S. *Special Topics in Hispanic Literature.* Study of an author, a genre or a literary movement in Spanish or Spanish-American Literature. Lectures, discussions, outside reading and written assignments. A considerable amount of reading is required. Three hours of class a week. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. Mr. Tato.

50S. *Senior Program.* Study covering either a major topic not previously studied in an advanced course, or material of a broader,

comparative nature. Subject must be approved. Open to students other than those majoring in Spanish only with consent of the Department. The Department.

## RUSSIAN

Mr. Young *(Chairman).*

11F. *First Semester Russian.* A comprehensive introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class a week and laboratory work.

12S. *Second Semester Russian.* Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class a week and laboratory work. Prerequisite, 11 or equivalent.

13F. *Third Semester Russian.* Selected readings from Russian literature and culture. Systematic review of structure with emphasis on oral practice and development of writing skills. Four hours of class a week. Prerequisite, 12 or equivalent.

22S. *Early Nineteenth Century Russian Literature.* Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13 or equivalent.

23. *Late Nineteenth Century Russian Literature.* Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13 or equivalent. (Not offered 1972-73.)

32. *Early Soviet Literature.* Readings, discussions, and reports in Russian on selected Soviet works until 1945, including Gorky, Babel, and Sholokhov. Prerequisite, 13 or equivalent. (Not offered 1972-73.)

33F. *Contemporary Soviet Literature.* Readings, discussions, and reports in Russian on selected Soviet works from 1945 to the present, including Erenburg, Pasternak, and Solzhenitsyn. Prerequisite, 13 or equivalent.

## RUSSIAN LITERATURE IN TRANSLATION

16S. *Russian Literature in the Nineteenth Century.* A survey of Russian prose fiction in translation, including some of the major works of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov.

## SOCIOLOGY

A concentration in Sociology is available at Kirkland College consisting of 101, 301, 302, 401, and 402, and three other semester courses.

## SPANISH

See ROMANCE LANGUAGES

## SPEECH

Messrs. Todd, Wright *(Chairman)* and Carson

11F-S. *Public Speaking.* Introduction to the principles of spoken communication. Study of the nature of rhetoric, practice in public address, readings in selected speeches. Lectures, discussions, and private conferences. The Department.

21. *Advanced Public Speaking.* Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Enrollment limited. Some speaking engagements off the campus. Prerequisite, 11. (Not offered 1972-73.)

32F-S. *Problems in Contemporary Communication.* Examination of the changes in society's attitudes toward oral communication as these attitudes have been conditioned by electronic mass media and changing social patterns. Readings in semantics, communication theory, anthropology, etc. Effort to reconstruct rhetorical theory to meet the age it must serve. Prerequisite, consent of the instructor. Open to sophomores. Mr. Todd.

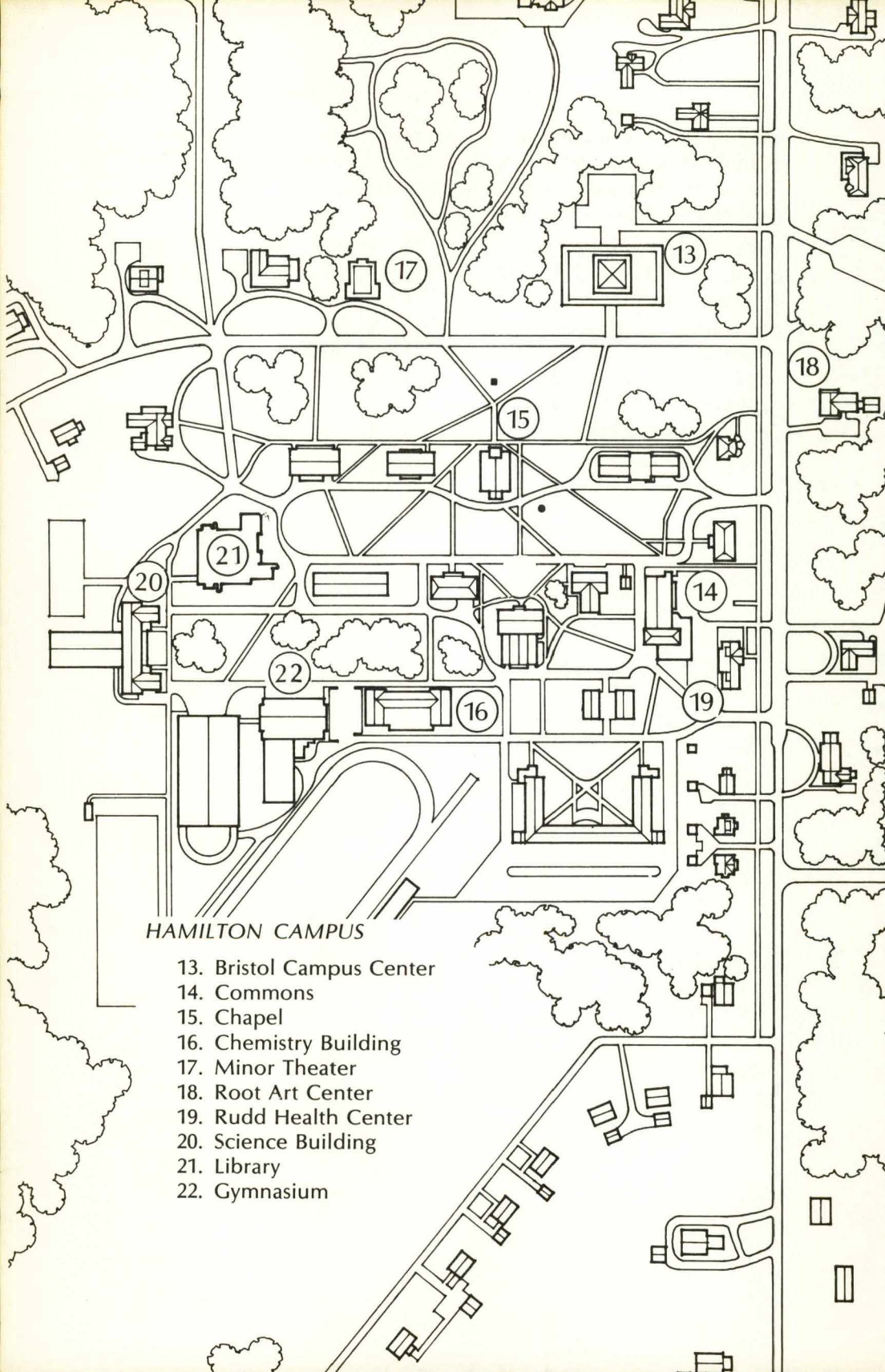
33. *History and Criticism of American Public Address.* Study of selected spokesmen in American history whose influence is attributed partly to their public address. From the Colonial period to the presidency of FDR. An examination of the relationships between speech-making and the society it is intended to influence. Practice in applying the principles of rhetorical criticism to significant speeches. Open to sophomores. (Not offered 1972-73.)

34S. *Contemporary Public Address.* Study of selected American spokesmen from FDR to the present. Emphasis on the ways in which contemporary speakers respond (or fail to respond) to changing social attitudes toward public address. Open to sophomores. Mr. Wright.

36. *The Rhetoric of American Reform Movements: 1820 to the Present.* A study of the persuasion and organizational techniques

used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Lectures and student oral reports. Open to sophomores. (Not offered 1972-73.)

37F. *The Rhetoric of Campaign '72.* A study of some of the persuasion related to the 1972 presidential campaign with special emphasis on the ways in which the presidential and vice-presidential candidates identify and deal with the "issues." Some critical attention will also be paid to political rhetoric as it occurs on television and radio and in the political cartoon and editorial. Open to sophomores. Mr. Wright.




*HAMILTON CAMPUS*

13. Bristol Campus Center
14. Commons
15. Chapel
16. Chemistry Building
17. Minor Theater
18. Root Art Center
19. Rudd Health Center
20. Science Building
21. Library
22. Gymnasium

KIRKLAND CAMPUS

*Academic Complex*

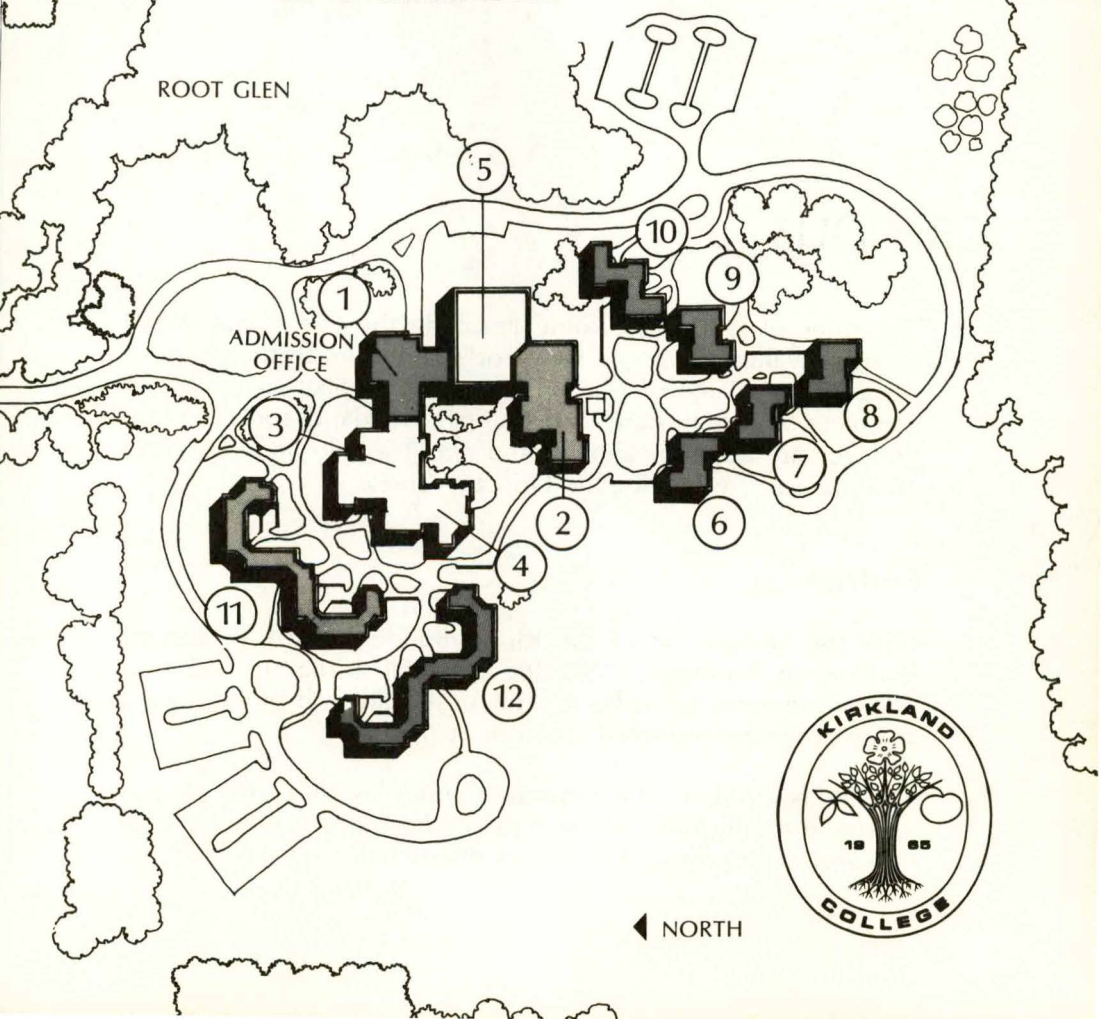
1. Robert W. McEwen Hall
2. Vera G. and Albert A. List Arts Center
3. Juvanta Harper Kirner Building
4. Virgil Edgar Johnson Building
5. Auditorium/Theater (projected)

*South Residence Halls*

6. Alice C. Archibald Minor Hall
7. Millicent Carey McIntosh Hall
8. Katherine Major Hall
9. Grant Keehn Hall
10. Edward W. and Grace C. Root Hall

*West Residence Halls*

11. Elizabeth Milbank Hall
12. "B" Residence Hall



# campus

The cities of Utica and Rome lie along the Erie Canal in the Mohawk Valley in upstate New York. Ten miles to the south of Utica is the village of Clinton, population 2,500, village green complete with bandstand and fountain. Kirkland and Hamilton Colleges are adjacent and located about a mile above Clinton on a plateau overlooking the Oriskany Creek.

## Facilities

With the completion of the Kirner Building and the Johnson Building in September 1972 the essential academic and residential elements of Kirkland's physical plant will be complete, lacking only the proposed auditorium/theatre.

Mc EWEN HALL is the central building of the college and houses the admission office, several classrooms, formal reception area, a cinema studio and the dining hall.

THE LIST ARTS CENTER has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; rehearsal halls and practice rooms for music; two exhibition areas; classrooms; faculty offices; projection and recording facilities; and an electronic music studio.

THE KIRNER BUILDING and the adjoining JOHNSON BUILDING house seminar rooms, classrooms, a botany laboratory and other science facilities, the Emerson Library, student study carrels, faculty and administrative offices, and a 200-seat lecture hall for academic presentations.

The Fred L. Emerson Library holds a basic reference collection, open and closed reserve reading for Kirkland courses, general journals and newspapers, and the McIntosh Collection on Women.

The projected AUDITORIUM/THEATRE is planned as a connecting link between McEwen Hall and the List Arts Center which would architecturally complete the academic complex and give access to professional rehearsal and performing space for students working in drama, music, and dance. It would have the additional benefit of providing an on-campus facility capable of attracting cultural programs of regional and national stature.

## Shared Facilities on the Hamilton Campus

AFRO-LATIN CULTURAL CENTER. The Center, opened in 1969, affords facilities for the presentation of the black and Puerto Rican perspective through discussions, lectures, art exhibits, and similar educational, cultural and social events. The Center is open to all members of the Hamilton and Kirkland communities.

BRISTOL CAMPUS CENTER. The Bristol Campus Center, built in 1966, was designed for the joint use of Hamilton and Kirkland. The Center includes a college bookstore, reception areas, guest rooms for visitors, dormitory rooms for student guests, snack bar, lounges, TV room, bowling lanes and billiard tables, and rooms for student activities. In addition, the building provides gallery space for several student and professional exhibitions during the year.

THE CHAPEL. The Hamilton College Chapel, a beautiful example of Federal architecture designed in 1827 by Philip Hooker, is available for the use of both campuses. Aside from regularly scheduled religious services, the unconsecrated building also affords a place for public assemblies, concerts, recitals and lectures.

MINOR THEATER. The Minor Theater is a complete remodeling of a building long on the Hamilton campus. It is used for student-run undergraduate productions and college-sponsored work in drama.

HEALTH CENTER. The Thomas Brown Rudd Health Center was completed in the fall of 1959. It contains fourteen beds, isolation room facilities, examination and treatment rooms, X-ray and laboratory facilities. The Center is supervised by the Medical Director. Two physicians, a clinical psychologist and registered nurses are in regular attendance.

THE LIBRARY. The joint collections of Hamilton and Kirkland are housed in a new $5.5-million structure completed in 1972 to serve both colleges. The building, designed by Hugh Stubbins, in consultation with Keyes D. Metcalf, Librarian Emeritus of Harvard University, gives Hamilton and Kirkland one of the outstanding small-college library facilities in the nation.

The Library collection numbers some 300,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material.

Students have free access to the stacks and are instructed in the use of catalogs, bibliographies, and reference works, and in other research techniques. Research desks are provided for students undertaking independent studies and term papers. Books may be borrowed for a full semester and no library fines are imposed.

Noteworthy among the Library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.

# community governance

Kirkland sees education as a process of individual development in which the academic and the largely personal are inseparable.

The assumption of the college in the academic realm is that insight—intellective knowledge—is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the inter-relatedness of disciplines can produce a unique kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of The Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."

The college demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token, control of their own behavior.

Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who are a part of it. Both students and faculty are voting members of five standing committees of the Board of Trustees, and, in the Kirkland Assembly, the college's legislative body, faculty and students share the responsibility for establishing regulations that embrace the social, cultural, and academic aspects of the college.

With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, a beginning statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the college's affairs. Policy in regard to such matters as admission, degree requirements, and curriculum is discussed and voted upon in the Assembly by student and faculty representatives, and their actions are subject only to the review of the Trustees or the President acting on the Board's behalf.

# student life

## Residence Halls

Each of Kirkland's residence halls includes not only student living quarters, but also a faculty apartment and a seminar room. This arrangement encourages the informal association of faculty and students, and also reflects the college's belief that arbitrary lines between curricular and noncurricular space are unnecessary and are to be avoided.

There are two types of residence halls. The first type, housing between 40 and 90 students is divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor, and kitchens for snacks and occasional meals. The second type is much larger but arranged in six-student suites of four singles and one double, each suite with its own kitchen and living/dining room. Students are responsible for the care of their own rooms.

This year one residence hall at Kirkland and one at Hamilton will be co-ed housing units. Thirty-six men and forty women will live in Root Hall at Kirkland and thirty-six women and thirty-eight men will live in Carnegie dormitory at Hamilton. This residential exchange, recommended by the Assembly Student Life Committee and authorized by the Board of Trustees, is a one-year trial arrangement subject to student and administrative review at the end of the year.

## Health

Kirkland and Hamilton share the Thomas Brown Rudd Health Center. A physician and a clinical psychologist are in residence. Registered nurses are on duty twenty-four hours a day. Consultations with specialists are arranged as needed. In addition to the services of a consulting gynecologist, the facilities of the Planned Parenthood Association are available to Kirkland students, through an agreement with the Association.

Most services of the Health Center are covered by the overall fee. Exclusions are noted in the *Student Handbook* available at the office of the Dean of Students.

All full-time Kirkland students are automatically enrolled in a ten-month group accident insurance policy which covers the actual cost of any medical or surgical treatment that may be required as the result of an accident, including hospitalization and the services of trained nurses. For any accident not the result of College-affiliated activities, a $50 deductible clause applies. Also, each full-time student is covered under a medical disaster policy which provides for the payment of 80% of charges above $500 and up to $5,000 per accident. All insurance coverages are subject to the usual terms and conditions as required by the New York State Insurance Department.

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

A complete physical examination (by the doctor who has known the student most recently, if possible) is a requirement for admission to the college. Results of this examination are reviewed by the college physician and provide basic information for future care and treatment.

## Jobs/Placement

The college makes every effort to open a variety of campus jobs to students and to assist in the search for summer jobs that can provide some measure of useful experience. Students are encouraged to project possible post-graduation plans as soon as possible and to inform the college of those plans, no matter how tentative, so that advice and counsel can be made available. Students should consult their advisors, the Dean of Students, and the Career Center. In combination, these re-

sources can help to bring goals into sharper focus, outline a program of work and study supporting those goals, and direct students to appropriate opportunities for study and/or employment after graduation.

Information on employment and materials on graduate study are located at the Career Center, a joint office serving both colleges. Students should realize that the Career Center is the clearing house for all job opportunities made known to the college—permanent, summertime, part-time, on and off-campus. Directories, indexes, vocational files, and general information on industries, government agencies, and school systems are at hand along with graduate school catalogs and brochures on foreign and summer study. During the fall, on-campus interviews are scheduled with representatives of various graduate and professional schools; in the spring, interviews are scheduled with major employers visiting the campus.

## The Watrous Prizes

The George A. Watrous Prizes will be awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction, and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. Seventy-five dollars will be awarded to winners in each of the categories and an additional twenty-five dollars will be awarded to the winner whose work is considered most promising.

Selection of the winners will be made by a panel of at least three judges appointed annually from the Kirkland faculty. The judges will reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.

Requirements for submission of manuscripts and the system by which the authors will remain anonymous to the judges during the selection will be announced annually. Selection of the winners will be made during the second semester.

## Religion

Services of the three major faiths are held in the Hamilton College Chapel. The Chapel Board of Hamilton and Kirkland, with both students and faculty members, arranges for religious

services in the Chapel and sponsors other activities, in co-operation with Hamilton's Chaplain. Congregations in Clinton and Utica represent all major denominations.

## Athletic Program

Kirkland has an entirely voluntary program in athletics. A Co-ordinator of Athletic Activities coaches field hockey, lacrosse and swimming and assists in the organization of other athletic activities. Most Hamilton sports facilities (including a golf course, swimming pool, tennis and squash courts and baseball diamond) are open to Kirkland at specified hours.

Winter sports are particularly popular in the Clinton area. Hamilton College has a large skating rink regularly available for recreational skating. Skiing enthusiasts use the campus, neighboring slopes, the public park and tow in Utica, or nearby resorts.

## Extracurricular Activities

The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate them. They now include a student-run coffee house, the Women's Center, a literary magazine, a yearbook, several musical groups, the Hamilton/Kirkland Choir and the Hamilton/Kirkland Woodwind Ensemble. There are also numerous other Hamilton/Kirkland joint activities, including *The Spectator,* a weekly newspaper, WHCL, the colleges' radio station, an annual folk festival and several political groups. The Black and Puerto Rican Union operates as part of the Afro-Latin Cultural Center. There are two film societies on the Hill which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes.

There are no sororities at Kirkland College.

## Automobiles

The number of student cars at Kirkland is subject to the prior approval of the Dean of Residence and depends on the number of student parking places available. In general, priority is given to seniors and juniors, and until the needs of others have been met, freshmen may not bring cars.

# admission

Kirkland actively seeks a diverse student body representing all races, creeds, and backgrounds. The college admits women who have given evidence of intellectual commitment, self-motivation and solid academic achievement. The curricular structure of the college includes seminars, independent work, and field projects, all of which require a high degree of intellectual stamina and self-discipline.

## Credentials

Kirkland expects a strong secondary school academic program. Ordinarily such a program should include four years of English, four years of a foreign language, three years of mathematics, two years of social sciences, and two years of a laboratory science. However, programs varying from this pattern are equally acceptable, provided that they represent a solid college

preparatory program. The Committee on Admission does take into consideration the difficulty of the program the applicant pursued.

The Scholastic Aptitude Test of the College Entrance Examination Board is required; students should arrange to take the test by January of their senior year. While the Admission Committee considers these scores very helpful in evaluating applications, Kirkland's policy dictates that no cut-off points be used. Achievement Test scores are not required but may be submitted in support of an application for admission. The CEEB code number for Kirkland College is R2349.

Because a student's abilities may not be revealed totally in school records, candidates may include as part of their application additional evidence or information which they believe will help the Admission Committee gain a fuller perspective of their background and potential. (For example, a prospective student may wish to submit part of an independent study, an art portfolio or description of her work.) Applicants should provide the committee with an explanation of their reasons for submitting additional material. If a student wishes to have this material returned to her after her application has been considered by the Admission Committee, a return envelope and postage should be included.

Although a high school college preparatory program and SAT scores are essential components of a Kirkland application, each year Kirkland admits a few students who for a variety of reasons have credentials which do not fall into these typical categories. Applicants who have been out of school for a number of years or whose educational preparation differs from typical college freshmen are welcome to write to the Admission Office and explain the particulars of their situation. The Admission Committee will usually ask that such applicants provide a written statement of their experience and goals.

## Interview

An interview is extremely helpful to both the candidate and the college, and with few exceptions an interview is required of all Early Admission candidates. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Clinton campus by writing to the Admission Office, which is open Monday through Friday from 9:00 until 4:30, and on Saturday mornings during the academic year

from 9:00 to 12:00. Except in a case of unusual circumstances, the Admission Office does not schedule interviews from March 1 to April 15. This is in order that all applications may be given proper attention and consideration.

The Admission Office recommends that a perspective student plan to visit the campus while classes are in session. The college prefers that a student come for an interview in her senior year, as senior interviews are more useful to both the candidate and the college. Exploratory visits from juniors are welcome, however, and if a prospective student feels that she will be unable to return to the college for a senior year interview, she is welcome to request an interview at the time of her visit.

In June 1972, Kirkland's first class was graduated. A number of the Charter Class graduates have been asked by the Admission Office to interview prospective students. In addition, the Admission Office staff will be travelling to various parts of the United States. If, then, an applicant is unable to visit the campus, she should write to the Admission Office as early in the fall as possible to ask for an interview near her home.

## Application and Notification Dates

For application forms, write to Director of Admission, Kirkland College, Clinton, New York 13323 or call (315) 859–7462.

Interested students should write to Kirkland for information about the college. Applications will be mailed on request in the fall of the student's senior year.

The application forms, with a non-refundable fee of $20 (check or money order, payable to Kirkland College) should be received by the Admission Office no later than February 1, 1973. (An earlier return would be helpful.) When a student's application is complete, the Admission Office will notify her by postcard. Until an applicant receives this notification from the Admission Office, she may assume that some part of her application is missing. Although the Admission Office will try to keep all applicants posted on the progress of their application, the responsibility for completing the application rests with the applicant.

Requests for financial aid of any kind, including job or loan, should be made to the college in writing. All applicants will find a Kirkland Financial Aid Form attached to the application;

it should be returned to the Admission Office along with the application by February 1. A student requesting financial aid must also file the Parents' Confidential Statement form of the College Scholarship Service; this form is available at most secondary schools and from the College Scholarship Service (P.O. Box 176, Princeton, N.J. 08540 or P.O. Box 881, Evanston, Illinois 60201 or P.O. Box 1025, Berkeley, California 94701). Applicants should request that a copy be sent to Kirkland College, code number R2349.

Foreign students are required to take either the TOELF exam (Test of English as a Foreign Language) or the SAT exam (Scholastic Aptitude Test).

The college will mail notification of admission decisions on April 13. Announcements of financial aid decisions will follow immediately. Accepted students will have until May 1 to notify the college of their intent to enroll. Those students who applied for financial aid must notify the college of their intent to enroll within two weeks after financial aid decisions have been sent.

## Early Decision Plan

A strong candidate who is certain that Kirkland is her first choice is encouraged to apply for Early Decision. She may apply at any time between September 1 and January 1 of her senior year. An Early Decision candidate who completes her application by November 1 will receive a decision on November 15; by December 1, on December 15; and by January 1, on January 15. A candidate who applies for Early Decision at Kirkland may also make regular application to other institutions if she wishes. However, if she is offered admission to Kirkland it is understood that she will withdraw any other applications she may have made and will not submit any subsequent applications.

Early Decision applicants who are deferred are automatically considered for regular admission in April.

If an Early Decision candidate who applies for financial aid is offered admission without the requested financial aid she will be exempt from the conditions concerning acceptance of admission, deposit, and withdrawal of application to other institutions.

A candidate requesting Early Decision should take the Scholastic Aptitude Test in May of her junior year.

## Early Admission

Kirkland firmly believes that most students profit from the full four years of secondary school. However, unusually able and mature candidates who wish to complete their high school program in three years are welcome to apply. In evaluating Early Admission applications, the Admission Committee will look for a strong academic record as well as evidence that the applicant is intellectually and emotionally mature enough to take full advantage of the autonomy and responsibility inherent in a student's role at Kirkland.

Candidates who are applying for Early Admission may not apply under the Early Decision Plan.

## Deferred Admission

The deferred admission program was established to accommodate students who wish to postpone college because they have made other plans for the academic year following their graduation from high school. An applicant interested in this program should follow the regular application procedures. She should express her interest in deferring admission either at the time of application or when she receives the offer of admission. Deferred admission applicants are notified of the Admission Committee's decision along with regular applicants in April; the matriculation fee is due at that time.

## Mid-Year Admission

Kirkland will admit a few students who wish to matriculate at the beginning of the second semester of the academic year. All applications for mid-year admission must be completed by December 1.

## Transfer Admission

Students who have completed no more than two years of work at another college may apply to transfer to Kirkland. A transfer applicant should have a strong academic record at the institution she is currently attending. Interested students should submit the application form and a non-refundable fee of $20.00 by March 15. All transcripts, test scores, and recommenda-

tions must be at the Admission Office no later than April 1. The Admission Office will notify transfer students of acceptance decisions after May 15.

## Visiting Students

Kirkland also accepts applications for Visiting Student Status. A visiting student is accepted at Kirkland for one semester on the basis of work completed at another college. She may continue as a Visiting Student for a second semester subject to the approval of the Admission Committee. A Visiting Student matriculates for a full course load. Applications (which are available at the Admission Office) must be submitted by December 1 for spring semester and by May 1 for the fall semester. Applicants will be notified of acceptance decisions January 10 and June 10.

A Visiting Student who subsequently decides to apply for transfer admission must follow the procedures described above. A Visiting Student has no particular advantage over any other transfer applicant.

## Guest Senior Program

Under unusual circumstances a student may apply to be a Guest Senior at Kirkland. This means that while a student from another college may attend Kirkland during her senior year, she does so as a member of another college. She must make arrangements with her own college to fulfill their requirements and to receive permission to graduate from her college after completion of her senior year here. A guest senior does not receive a Kirkland diploma.

## Advanced Placement

Advanced placement and/or credit may be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB, and other appropriate evidence—at the discretion of the Kirkland Divisions or Hamilton departments involved. Students who want to be considered for advanced placement should see that their examination papers and grade reports are sent to the Dean of Students at Kirkland.

# finances

## Fees 73/74

*Overall fee.* Payment of Kirkland's overall fee entitles a student to tuition, room and board, certain health services, and official student activities. It does not include charges for certain non-curricular activities, such as riding, which must be arranged for on an individual basis. For a full-time resident student the overall fee is $4400; for a full-time non-resident student, $3100. College bills are mailed directly to students July 1 and early in December. Checks should be made payable to Kirkland College and mailed to the Kirkland College Business Office, Clinton, New York 13323. Payments must meet the following schedule:

| | *Resident* | *Non-Resident* |
|---|---|---|
| On or before May 1, 1973 | $ 500 | $ 500 |
| On or before Aug. 15, 1973 | $1700 | $1050 |
| On or before Jan. 20, 1974 | $2200 | $1550 |
| TOTAL | $4400 | $3100 |

*Matriculation fee.* The $500 is an annual *non-refundable* matriculation fee required of all students. It should accompany the applicant's acceptance of the college's offer of admission. In the case of admission under the Early Decision Plan, the matriculation fee must be received by the college within two weeks of the offer of admission. Currently enrolled students are billed for the matriculation fee in mid-April; payment is due May 1.

*Refunds.* In the event of withdrawal from the college for any reason after payment has been made, the college normally prorates only that portion of the overall fee allocated to cover board. No other refund is possible.

*Non-Payment.* A student may not register for classes unless payment for the semester has been made, and no student whose bills are unpaid may receive a degree or obtain a transcript of her record.

*Increases.* The current policy of the Kirkland Board of Trustees is that the college must make periodic fee adjustments to compensate for rising costs. Notice of such changes are normally given in the preceding academic year, and, in so far as possible, the college makes compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid. *At the present time, the college projects an increase of at least $200 in the overall fee for 1974–75.*

*Special.* A full-time program of study, as covered by the annual overall fee, is three or four courses per semester, two semesters a year, with the option of over-electing, i.e. enrolling in a fifth course, once without extra charge during the student's enrollment at the college. A student carrying an over-election, unless it is the first one, is charged $425 in addition to the overall fee. A student carrying only one or two courses (less than the minimum full-time program) is charged $425 per course in lieu of that portion of the overall fee assigned to tuition.

There is no charge for Field Work taken in place of a fourth course, but for each Field Work taken otherwise a fee of $100 is charged. For each Kirkland course taken *in absentia,* $200 is charged in lieu of the overall fee. For a Work Study program, normally the equivalent of three courses, $300 is charged in lieu of the overall fee.

Students from other colleges enrolling in Winter Study, but not as part of an exchange program, will be charged $275 covering room, board and tuition for the Winter Study period.

## Financial Aid

The College will allocate its funds for financial aid on the basis of need to those who have qualified for admission. Because these funds will be limited during Kirkland's first few years, applicants for aid should make every effort to obtain outside financial support.

New York State Regents Scholarships may be applied to Kirkland's tuition, and New York Higher Education Assistance

Corporation loans are available. (The loan programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland participates in a number of the federal government's programs of assistance in financing higher education. These include NDEA loans administered by the college, the work-study program under which students may work up to 15 hours per week during the school term and up to 40 hours per week during vacations, on campus or at approved off-campus agencies; and Educational Opportunity Grants, which are direct scholarships awarded in amounts up to $1,000 per year to students with substantial financial need.

Kirkland awards scholarships, loans and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging from baby-sitting for faculty families to dining hall and library positions and research for faculty.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award will file an application with the Director of Financial Aid in the spring of each year.

If a student enters Kirkland without a scholarship and subsequent changes in her family's financial situation make assistance necessary, the college will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarship awards for the three remaining years. Since the college's major responsibility is to those who enter on scholarship, all those who need financial aid are strongly advised to apply for it when they apply for admission, as well as to investigate all possible sources of financial assistance.

The following special funds have been established in support of Kirkland's financial aid program. All awards are made on the basis of need. Further information is available through the Financial Aid Office.

*The Edward Johnson Dietz Memorial Scholarship Fund*
*The Margaret and Arthur E. Moog Scholarship Fund*
*The George F. Baker Trust Scholarships:* awarded to students of outstanding leadership and character who plan to pursue a professional or business career after graduation.

# appendix

**Board of Trustees**
**Faculty**
**Administration**
**Calendar**
**Maintenance of Public Order**
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## The Board of Trustees

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Clinton, New York

## The Faculty

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Professor of Government

Thomas Scott, Ph.D. Pennsylvania State University
Associate Professor of Psychology

Drury R. Sherrod, Ph.D. Stanford University
Assistant Professor of Psychology

James Shuster, Ph.D. Princeton University
Associate Professor of Sociology
(Kirkland Research Professor Second Semester 1972–73)

## Administration

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President and Professor of American Literature

Jesse Zellner, B.A. Vanderbilt University
Assistant to the President

Dorothy Evans
Executive Assistant to the President

*Office of the Vice President, Development*

Albert F. Wallace, B.A. Washington and Jefferson College
Vice President, Development

Doris R. Ballard
Director of Development for Kirkland

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Assistant Dean of Students

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Dean of Residence

Comfort Cary Richardson, M.A. Haverford College
Coordinator of Athletic Activities

*Office of Admission*

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Director of Admission

Cynthia Barns, B.A. Sweet Briar College
Associate Director of Admission

Ilene Berkowitz, B.A. Kirkland College
Assistant to the Director of Admission

Susan Hurd, B.A. Kirkland College
Assistant to the Director of Admission

Janet Carbine, B.A. Northwestern College
Office Manager

*Business Office*

Alan H. O'Brien, B.S. Utica College
Controller

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Registrar

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Director of Financial Aid

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Director of the Career Center

C. Christine Johnson, B.A. University of Maryland
Director, Higher Education Opportunity Program

Paul R. Cooper, Ph.D., University of Illinois
Director of Minor Theater

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Arthur G. Jewett
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Hendrick W. van Loon, B.S. Marlboro College
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Director of the William M. Bristol Campus Center

Joseph C. Jurzak
Manager of the College Store

Lettie Tourville
Supervisor of the Edward W. Root Art Center

*Thomas Brown Rudd Health Center*

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John F. Pienkowski, M.D. Hahnemann Medical College
Physician

Don T. Muilenberg, Ph.D. University of Missouri
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Consultant in Radiology

Murray L. Nusbaum, M.D. Western Reserve University
Consultant in Gynecology

Jean Culkin, R.N.
Supervising Nurse

Ellen Conway, R.N.
Nurse

Paula M. Lorraine, R.N.
Nurse

Martha McNeill, R.N.
Nurse

Barbara Faville, R.T.
X-ray and Lab Technician

*The Chapel*

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Chaplain of Hamilton College

*The Library*

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Librarian

Vittoria I. Mondolfo, Dott. Chim. University of Rome
Head of Technical Processes

Frank K. Lorenz, M.L.S. SUNY at Albany
Reference Librarian

Ronald F. Dow, M.L.S. Syracuse University
Assistant Reference Librarian

Joan Wolek
Interlibrary Loan Librarian

Helene M. Browning
Circulation Librarian

L. Evelyn Canfield
Assistant Circulation Librarian

Abagail Morton
Order Librarian

Ruth Melvin
Serials Librarian

Marian E. Baltz
Assistant Cataloguer

Betty O'Brien
Science Librarian

## Academic Calendar 72/73

| | | | |
|---|---|---|---|
| September | 7 | Thursday | New students arrive: orientation program begins after dinner |
| | 8,9 | Friday, Saturday | Upperclass students arrive |
| | 10 | Sunday | Opening convocation, 2 p.m. |
| | 11 | Monday | Kirkland and Hamilton classes begin |
| October | 6,7 | Friday, Saturday | Associates Weekend |
| | 13,14 | Friday, Saturday | Fall meeting, Board of Trustees (Clinton) |
| | 28 | Saturday | Parents Day |
| November | 22–26 | Wednesday noon–Sunday | Thanksgiving vacation |
| | 13 | Monday | Pre-registration for spring term begins |
| | 28 | Tuesday | Pre-registration for spring term ends |
| December | 8 | Friday | Last day of Hamilton fall term electives |
| | 8,9 | Friday-Saturday | Winter meeting, Board of Trustees (Clinton) concurrently with Hamilton Board of Trustees meeting |
| | 11–16 | Monday–Saturday | Hamilton examination period |
| | 15 | Friday | Last day of Kirkland classes |
| | 16 | Saturday | Christmas vacation recess begins |

| | | | |
|---|---|---|---|
| January | 3 | Wednesday | Christmas vacation recess ends. Start of Winter Study Program |
| | 24 | Wednesday | End of Winter Study Program |
| | 25–28 | Thursday | Intersession (No food service) |
| | 29 | Monday Saturday | Spring semester begins |
| February | 9,10,11 | Friday, Saturday, Sunday | Kirkland Conference |
| March | 16 | Friday | Spring vacation begins |
| April | 2 | Monday | Spring vacation ends |
| | 2–6 | Monday–Friday | Sophomore proposals of concentration due |
| | 9 | Monday | Pre-registration for fall term 1973 begins |
| | 20 | Friday | Pre-registration for fall term 1973 due |
| May | 7–11 | Monday–Friday | Senior project reviews |
| | 11,12 | Friday, Saturday | Spring meeting, Board of Trustees (Clinton) |
| | 18 | Friday | Last day of Kirkland classes |
| | 14–21 | Monday–Monday | Hamilton final examinations |
| | 24 | Thursday | Commencement |

## Rules and Regulations for the Maintenance of Public Order at Kirkland College

The Kirkland College Community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the Community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the Board has approved and which they have instructed the President to institute in the event that the normal programs of the college are disrupted by a person or persons with or without membership in the Community. They are published for the information of the Community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland Community. In the event of emendation, charges will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its Community, the college will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its faculty, staff and students.

Behavior shall be considered disruptive of the college's function when it:

a. blocks egress or exit from college facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction or harassment,

c. prevents any member of the Community* or any other person properly present from participating in his or her normal activities on the campus,

d. creates a situation or riot or threatens so to do, or

e. in any way willfully and substantially impedes the college's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regulations as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also be invited to meet immediately with the President or his agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, faculty or staff member involved and (a) institute proceedings for criminal trespass

* This includes trustees, administration, faculty and students. For purposes of this document, "administration" shall be construed as referring to all non-academic employees of the college.

against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the college's policies (A Statement of Policy Concerning Appointment, Tenure and Discharge of Faculty) which define disruptive behavior as non-feasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Board shall be forwarded directly to the Trustee Committee on Personnel for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent in the event of grave emergency to request the assistance of local law enforcement agencies, and to take such other action as he may deem necessary.

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Kirkland College as a new college is especially dependent upon private gifts to grow into the strong and independent liberal arts college for women that its founders intended and its aims profess. It will achieve its potential as it receives from individuals and other sources the resources required to support, to build, and to adapt.

Gifts or bequests to the college may be given for general purposes or to support the specific interests of those who want to help. The college especially needs scholarships, professorships, buildings, equipment and permanent endowment. Gifts or bequests may be of several kinds: sums of money, property, securities, insurance, or other valuables. They are deductible for income or estate tax purposes.